

2011 HOUSE EDUCATION

HB 1373

2011 HOUSE STANDING COMMITTEE MINUTES

House Education Committee
Pioneer Room, State Capitol

HB 1373

02/02/11

13851

☐ Conference Committee

Committee Clerk Signature



MINUTES:

Chairman RaeAnn Kelsch: We will open the hearing on HB 1373.

Rep. Lee Kaldor: Sponsor. Testimony attachment 1. 3:05

Rep. David Rust: The 6.1 million dollars. Is it included in the governor's budget in any way?

Rep. Lee Kaldor: This is not. It would be a change in priority or an additional appropriation.

Chairman RaeAnn Kelsch: This is what we call a legislative priority should it pass, not a governor's priority.

Rep. Brenda Heller: Have the federal funds that used run this program changed and if they haven't are you looking to put this in more schools or what is the deal with the federal funds?

Rep. Lee Kaldor: At best the federal funds will hold even for Head Start programs. This enhances the initiative actually getting the state of ND to participate in the process because of its value. It seems justified that we enhance this.

Chairman RaeAnn Kelsch: I'm guessing we will hear about the waiting lists of students waiting to get in.

Rep. Karen Rohr: Have we increased the eligibility pool?

Rep. Lee Kaldor: You mean eligibility requirements?

Rep. Karen Rohr: Yes because obviously Head Start is for it says here low income or at risk children and families so somehow there has to be some criteria that determines who gets to enter the program.

Rep. Lee Kaldor: I don't have a specific response to that besides this morning I was in a meeting involving a housing issue. While the population of ND is growing and our per capita income is rising, the number of people in poverty or at risk is actually growing.

Chairman RaeAnn Kelsch: It is the federal guidelines that need to be met regarding the eligibility. We have a large Head Start program in Mandan that has a large waiting list of eligible children but they don't have the capacity.

Rep. Joe Heilman: Are you aware of any other states that provide funding on top of the federal dollars?

Rep. Lee Kaldor: I am not. I am hoping those that follow can give that information.

Vice Chair Lisa Meier: Out of those 500 kids that are wanting to get into the Head Start program, do you know how many are from rural areas and how many from urban areas?

Rep. Lee Kaldor: I do not have information on that. One of the purposes of this initiative is to make Head Start more accessible. I hope that there would be an emphasis where it's needed.

Chairman RaeAnn Kelsch: Hopefully someone that is coming up to testify can tell us where and why. Questions?

Rep. Kathy Hawken: Sponsor: This is a major need. I'm hoping that all of you that have children got a yellow slip that told why this is such a valuable thing for these children. The success rate in school is phenomenal. The big question is will the education committee that has always been supportive of these children pass this.

Chairman RaeAnn Kelsch: If we pass this and get this into appropriations are you looking at an area where you could cut to fund an initiative like this?

Rep. Kathy Hawken: We are working on that.

Rep. Phillip Mueller: Sponsor. My comments have to do with what we have and haven't done in regard to early childhood education. We do not fund pre-kindergarten programs. In fact as we speak, we do not even recognize pre-kindergarten. I think SB 2150 which we will hear later on does do that. The point to be made is the state of ND doesn't invest itself very heavily in early childhood education efforts. This bill before you will begin to change that. This is a target attempt to introduce the early childhood education for those who qualify. It is that group of people that can benefit the most. You will hear why we need to be doing that kind of thing. I will leave you with two major concepts. They are both centered on workforce. Workforce today for those parents that have young people that qualify will be more productive workers in our workforce when they know their child is in a proper educational environment. The other thing is those young people that have experienced a good early childhood education experience, which I believe Head Start is, become future workers in our state and across our country that are truly benefits to society. I believe HB 1373 is a good start on beginning to be serious about early childhood education.

Rep. Karen Rohr: You brought up the concept of pre-kindergarten. Is this a basis of looking at potentially funding pre-kindergarten on a statewide basis?

Rep. Phillip Mueller: I do not see it that way at this point in time. Will we see that at some time? I can't answer that. It specifically doesn't address that in this bill.

Rep. Brenda Heller: I was wondering why this was put under the Department of Human Services and not DPI?

Rep. Phillip Mueller: All I can say is that the socio economic group that is targeted has more to do with human services than DPI.

Chairman RaeAnn Kelsch: Questions? Support?

Allison Driessen – Program Director, Early Explorers Head Start: Support. Testimony attachment 2.

Vice Chair Lisa Meier: Generally how long are kids in these programs and is it every day throughout the week?

Allison Driessen – Program Director, Early Explorers Head Start: Support: They can be eligible at age 3 but priority is age 4. Some of the larger areas don't accept until 4 but some rural areas accept at age 3 so they have the possibility to be in it for 2 years.

Vice Chair Lisa Meier: How long are they actually attending?

Allison Driessen – Program Director, Early Explorers Head Start: Support: The great thing is all head start programs are unique. For instance in my program I have 9 areas and all our classes go from 8:30 AM until 3:00 PM on Monday through Thursday.

Vice Chair Lisa Meier: How many kids do you usually have in a room at one time?

Allison Driessen – Program Director, Early Explorers Head Start: Support: Our optimal goal is to have about 18 per classroom. We also have collaborations with some school districts.

Rep. Karen Rohr: I read in your hand out that it says Early Explorers Head Start. Are you a private business that gives dollars to have these children or is this school based?

Allison Driessen – Program Director, Early Explorers Head Start: Support: We are school district so only funding is from the federal government.

Rep. Karen Rohr: So are there any private education programs that get these dollars?

Allison Driessen – Program Director, Early Explorers Head Start: Support: All the programs in ND are nonprofit.

Rep. Karen Rohr: The next question is with dollars you are asking. Is this because of an increase in the number of children that are qualifying and if so have the eligibility requirements changed that reflect the increase of the costs?

Allison Driessen – Program Director, Early Explorers Head Start: Support: The requirements for income eligibility only change every year and they go up 500 dollars as a cost of living increase. Are we seeing more children that are income eligible? Absolutely.

Rep. Karen Rohr: This isn't an increase in population base it is an increase in the poverty levels?

Allison Driessen – Program Director, Early Explorers Head Start: Support: Correct.

Chairman RaeAnn Kelsch: If you could explain who are some of the people that are income eligible. What type of people are you seeing in your program? Is it farmers and ranchers, single parents?

Allison Driessen – Program Director, Early Explorers Head Start: Support: There is no longer a stereotypical head start family. We are seeing two parent families, college students, ranchers, famers, single parent fathers, grandparents raising grandchildren etc.

Rep. Karen Rohr: On the bottom of the first page it says that they will be eligible for enrollment if families complete an application that scores families based on income, the age of child, risk factors and family demographics. How are risk factors determined?

Allison Driessen – Program Director, Early Explorers Head Start: Support: We have a number of risk factors such as a disability, home troubles, only one child in the home, or things that could impact a child etc. We use those points to determine.

Rep. Karen Rohr: The greatest leverage is the income?

Allison Driessen – Program Director, Early Explorers Head Start: Support: Correct

Chairman RaeAnn Kelsch: Are you seeing with the income level that the lower the income receives the higher priority?

Allison Driessen – Program Director, Early Explorers Head Start: Support: If you are income eligible you are income eligible. It is important that we have the point criteria. While income is a major factor it is not the only factor.

Rep. Karen Karls: On the second page of testimony with the breakdown of 803 income eligible children on waiting lists. You specified two different categories. Could you give me those categories?

Allison Driessen – Program Director, Early Explorers Head Start: Support: We have reported an income eligible waiting list and we also have number for waiting lists for families that are over income. We have 803 that are on the income eligible waiting list across the state. And we have another 508 that are on waiting lists that are considered to

be over income. One was mentioned earlier that Fargo itself probably had the 500 children on the waiting list. Between Grand Forks and Fargo they have 500 children on their waiting lists.

Chairman RaeAnn Kelsch: If you have seats available and you fulfilled all the income level students and you have children that are not income eligible you can take them into your program based on the need? Or why are they on the waiting list if they are not income eligible?

Allison Driessen – Program Director, Early Explorers Head Start: Support: We are allowed to take 10% of families that are not income eligible but the income eligible are first priority.

Rep. Brenda Heller: You referred to some research done going into kindergarten. I was wondering how long did this research follow the child and at what level of schooling does it disappear?

Allison Driessen – Program Director, Early Explorers Head Start: Support: There will be someone to speak on this. Head Start is one of the most researched programs. They follow people into their adult life. I think you are referring to the fade out that usually happens in third grade. There are a number of research studies that can speak to that.

Chairman RaeAnn Kelsch: There is a difference between Head Start that deals with at risk students and the preschool programs and the research is different so we have to keep them separate.

Rep. Bob Hunsakor: You are from one of the smaller communities, as this program expands and more rural communities get involved are there guidelines that you need to have so many kids eligible? What would those people have to comply with to have the program?

Allison Driessen – Program Director, Early Explorers Head Start: Support: I do have a program in Bottineau. The rule of thumb is that the classroom has about 12 to 15 children to be able to open a Head Start classroom. We have to make sure we have income eligible children.

Rep. Corey Mock: When you mentioned there were 500 children that were on the waiting lists in Fargo and Grand Forks, do you mean the cities of Fargo and Grand Forks or the service areas?

Allison Driessen – Program Director, Early Explorers Head Start: Support: I would bet the service areas.

Rep. David Rust: If the state were to fund Head Start or if the state were to fund preschool, which would you choose?

Allison Driessen – Program Director, Early Explorers Head Start: Support: I would be happy if they funded either. Let me tell you why Head Start. We focus on the child and

building component. Head Start has a strong parent component. We connect them to resources. While we are strengthening the child we are also strengthening the parents.

Rep. David Rust: I assume you would like to see both.

Allison Driessen – Program Director, Early Explorers Head Start: Support: There is enough room for all of us.

Chairman RaeAnn Kelsch: Questions? Support?

Sharon Hansen – Director, Community Action Partnership Head Start Program: Support. Testimony attachment 3.

Rep. Karen Rohr: The problem in Dickinson is no room and no dollars?

Sharon Hansen – Director, Community Action Partnership Head Start Program: Yes. Another unique problem is we are getting a lot of Spanish speaking students.

Rep. Joe Heilman: Could you give me an idea of the laundry list of things the money would go toward?

Sharon Hansen – Director, Community Action Partnership Head Start Program: Definitely a large portion is staffing. We spend about 85-88% of our budget on staffing. In those classes of 15-18 we want about 1 teacher to about every 5 students. We spend very little of our money on food because we work with the food programs and our children all qualify for free lunch.

Chairman RaeAnn Kelsch: Questions? Support?

Kyle Adolf: Support. Testimony attachment 4.

Rep. Bob Hunsakor: I want to thank you for that. If I ever have a day where I feel sorry for myself I am going to carry your testimony and read it. I would suggest that would help my day overcome anything I was feeling down about.

Chairman RaeAnn Kelsch: Since you have been very actively involved in Head Start, would you talk about when you enrolled your child, what type of parenting help did you receive? What types of things does head start do for the parents?

Kyle Adolf: They have parent committees, training on those committees, speakers come in that offer insightful information among many things they can and do offer.

Chairman RaeAnn Kelsch: Further questions? Support?

Robert A. Schafer – Elementary Principal, Wing Public School: Support. Testimony attachment 5.

Chairman RaeAnn Kelsch: Questions? Support?

Pat Heinert – Sheriff, Burleigh County: Support. Testimony attachment 6.

Rep. Karen Rohr: Do we have any statistics specific to ND?

Pat Heinert – Sheriff, Burleigh County: Not that I could find for specifically ND.

Chairman RaeAnn Kelsch: Questions? Support?

Prairie Rose Seminole: Support. Testimony attachment 7.

Chairman RaeAnn Kelsch: Questions? Further testimony in support?

JoAnn Brager – Vice President Public Policy, NDAEYC: Support. Testimony attachment 8.

Chairman RaeAnn Kelsch: Do you want to tell us where you have Head Start locations based out of Mandan and what your waiting lists look like in those areas?

JoAnn Brager – Vice President Public Policy, NDAEYC: West River Head Start has 6 current centers. We have our main administrative center in Mandan where we have 5 classrooms and a waiting list of 40 income eligible children. We have a classroom in Carson with 2 income eligible families on the waiting list. We have a Head Start center in Beulah with 2 children on the income eligible waiting list plus we are also serving 14 children in Beulah and 16 in Hazen. Hazen has 2 income eligible families on the waiting list. When we first opened up our center in Mercer County, we were anticipating we would serve 16 children in the entire county. It is one of those build it and they shall come types of programs. We are now serving 39 income eligible families along with the 2 on the waiting list. I know if we had additional space there are more people that are out there. We face the issue where people will call and ask if we have a waiting list. The answer is we do and they will let us know they won't even bother submitting an application.

Chairman RaeAnn Kelsch: Did I miss the facility in New Salem?

JoAnn Brager – Vice President Public Policy, NDAEYC: We do have a center in New Salem and we are serving 16 families and we have a waiting list of 7 that are over income and at least 2 that are income eligible.

Chairman RaeAnn Kelsch: Can you break down the 6 million dollars?

JoAnn Brager – Vice President Public Policy, NDAEYC: The 6 million is 3 million dollars per year. 150 thousand dollars is 75 thousand per year that would go to the Department of Human Services for monitoring and grants administrating. What this bill does is it allows when we have our federal monitor review team, which there is a team of seven people that come through your program every three years, they come in and look at are you meeting every one of the over 5,000 standards, regulation, policies and procedures that you need to have in place. They check to make sure you are following each and every one of those. If you even have one that is not followed you are in an area of non compliance. The

compliance piece is that we would work the federal monitor review teams that come in and that that report would be submitted to the State Department. So there wouldn't be duplication of oversight. Since the review is only once every biennium, the state would have to put in a review for the other year.

Chairman RaeAnn Kelsch: So will the 3 million per year of the biennium serve those 803 students?

JoAnn Brager – Vice President Public Policy, NDAEYC: It will not. It will only serve about 500. Our waiting lists have increased.

Chairman RaeAnn Kelsch: Typically in the areas where you are providing these services, you will typically go in and utilize a building that will cost little or nothing. Correct?

JoAnn Brager – Vice President Public Policy, NDAEYC: In the Mandan center we are still in the old country club. We also work closely with our public schools. Last year we moved into the public school in New Salem. We are in the schools in Carson, Hebron, Hazen and Beulah.

Chairman RaeAnn Kelsch: Rep. Brenda Heller asked why the appropriation would go to Human Services and not DPI.

JoAnn Brager – Vice President Public Policy, NDAEYC: It would go through the Department of Human Services based on the fact that we currently have a Head Start State Collaboration Administrator who is housed in the department. It was a streamlined approach because Head Start is already in the department. That is why that recommendation was made.

Rep. Brenda Heller: In the Department of Human Services to administer this state funded Head Start and to get people monitored, would you have to hire someone else to fill this spot? Would there be FTEs added.

JoAnn Brager – Vice President Public Policy, NDAEYC: My response would be no. It is possible that two people could go out and do the monitoring. Every year the Head Start programs have to do an annual self assessment. It could be streamlined into the federal monitor review.

Chairman RaeAnn Kelsch: And potentially could those two people go out with the federal monitoring group when they go out?

JoAnn Brager – Vice President Public Policy, NDAEYC: Yes that could be fairly easy to do. But if there is a federal monitor review that year, then you wouldn't have to do that.

Chairman RaeAnn Kelsch: And you could accept as long as your monitoring requirements weren't higher than the 5,000.

Rep. Brenda Heller: You said there were 5,000 regulations and previous testimony said there were 2,000. I'm just wondering which it is.

JoAnn Brager – Vice President Public Policy, NDAEYC: It is both. One of the standards in the Head Start standards says you must follow any additional federal, state, local or tribal rules and regulations so those alone add to it. That statement adds all the UDSA, Head Start Act Rules and Regulations, and many Head Start programs follow the child care licensing programs.

Rep. Phillip Mueller: What is our best guess in terms of continued federal funding of Head Start?

JoAnn Brager – Vice President Public Policy, NDAEYC: At this point the word is that Head Start funding will be frozen. There are three different options on the table right now. One is freezing it. One is to cut 2 billion dollars out of it, and the other is to completely do away with Head Start.

Chairman RaeAnn Kelsch: Further Questions? Support?

Kari Roller: Support. Testimony attachment 9.

Chairman RaeAnn Kelsch: We will close on HB 1373.

Submitted testimony: Attachment 10.

2011 HOUSE STANDING COMMITTEE MINUTES

House Education Committee
Pioneer Room, State Capitol

HB 1373
02/07/11
14170

☐ Conference Committee

Committee Clerk Signature



MINUTES:

Chairman RaeAnn Kelsch: We will open the hearing on HB 1373. This is the Head Start bill. The appropriation was 6,150,000 dollars and this amendment drops the appropriation down to 1 million dollars and then there would need to be a dollar for dollar match through gifts, grants, or donations from non-state sources for purposes of the act. The bill stays the same currently how it is. It would help to take care of some of the children on the waiting lists.

Vice Chair Lisa Meier: I would like to move the amendment.

Rep. John Wall: Second.

Chairman RaeAnn Kelsch: Questions?

Rep. Joe Heilman: Do we have any idea how many students this will cover?

Chairman RaeAnn Kelsch: We were told that the 6 million dollars would cover 500. We are not picking up all 800 but you are probably looking at a couple hundred of the students because this would be 2 million dollars with a dollar for dollar grant.

Vice Chair Lisa Meier: Then would it be a first come first serve as districts purposed?

Chairman RaeAnn Kelsch: That is exactly how it would work.

Rep. Phillip Mueller: I think they have a pecking order for the biggest need and so on. The only comment I think I would make is that I would appreciate if there was more money.

Chairman RaeAnn Kelsch: I'm sure there are some that would have appreciated more and some that would have appreciated less.

Rep. Joe Heilman: Doing some math I got 12,300 dollars per student. If I'm reading the amendment correctly, if we do 1 million dollar state funds and dollar for dollar match that equals 2 million total. If I divide that I get about 162 so that is what it would cover if the ratios hold true.

Rep. Karen Rohr: I had in notes that some of money they were asking about was to go to structural needs. How can we guarantee it goes to students on the waiting list?

Chairman RaeAnn Kelsch: I think when they are asking for the 6 million dollars they probably had more of a chance of doing structural needs. Now when you look at what the appropriation has been put down to, it is more for the students. Once again if there is any doubt in their mind what the need is for, it is to provide for those at-risk students and we are very clearly stating that in this committee.

Rep. Corey Mock: It was mentioned that other states have state appropriations for this purpose. Have they done a similar approach of matching funds or is that unique to North Dakota at this time?

Chairman RaeAnn Kelsch: It could be unique. I don't know what the other states are doing. When you look at Head Start programs and the value they have in the communities, I'm guessing you would have a pretty good response. The place that comes to mind is Dickinson. TMI have always come in and been very supportive.

Rep. Corey Mock: I certainly am a big supporter HB 1371 and the way it came in. Grand Forks County has one of the highest numbers of children on the waiting list. With that being said I'd like to request a roll call vote on the amendment?

Chairman RaeAnn Kelsch: We have the amendment before us. We will take a roll call vote.

Roll call vote on amendment: 12 yeas, 3 nays, 0 absent. Motion carries.

Chairman RaeAnn Kelsch: What are the wishes of the committee?

Vice Chair Lisa Meier: I move a do pass as amended and rerefer to appropriations.

Rep. Karen Rohr: Second.

Rep. Mike Schatz: Just to understand this, we don't currently spend any state money on a federal program which is what Head Start is? This would be a first?

Chairman RaeAnn Kelsch: It would be a first where we would spend state dollars on Head Start but not a first that state dollars would be spent on a federal program.

Rep. David Rust: I'm somewhat torn here. I'm torn about doing something for children that are vulnerable with probably taking on some responsibility for a federal program. My fear is that as the feds look at cutting expenses, they will be looking to the states to take up more of what they used to do.

Rep. Phillip Mueller: I guess I would make the point that if we think it is a good policy we should pass the bill as amended. If not they we shouldn't.

Rep. Mike Schatz: I think we are all in favor of helping children. I know I am. The question is the mechanism we are delivering it with. If we could take some money out of some other budgets and put it into here or at least have control of it, that to me is the issue. As far as people wanting to help children, I don't think there is a person around this table that wouldn't.

Chairman RaeAnn Kelsch: Further discussion? We will take the roll. We will close on HB 1373.

**13 YEAS 2 NAYS 0 ABSENT
and Rerefer to Appropriations
RaeAnn Kelsch**

**DO PASS as Amended
CARRIER: Chairman**

VR
2/7/11

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1373

Page 1, line 5, replace "\$6,150,000" with "\$1,000,000"

Page 1, line 8, after the period insert "Any amount provided to the department of human services under this section is contingent upon the department demonstrating that a matching amount has been received through gifts, grants, or donations, from nonstate sources for the purposes of this Act."

Renumber accordingly

Date: 02-07-11
Roll Call Vote #: 1

2011 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1373

House EDUCATION Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: ☐ Do Pass ☐ Do Not Pass ☐ Amended ☒ Adopt
Amendment

☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By VICE CHAIR MEIER Seconded By REP. WALL

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch	X		Rep. Hanson		X
Vice Chairman Meier	X		Rep. Hunsakor		X
Rep. Heilman	X		Rep. Mock		X
Rep. Heller	X		Rep. Mueller	X	
Rep. Johnson	X				
Rep. Karls	X				
Rep. Rohr	X				
Rep. Rust	X				
Rep. Sanford	X				
Rep. Schatz	X				
Rep. Wall	X				

Total (Yes) 12 No 3

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

ROLL CALL VOTE ON AMENDMENT

MOTION CARRIES

Date: 02-07-11
Roll Call Vote #: 2

2011 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1373

House EDUCATION Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: ☒ Do Pass ☐ Do Not Pass ☒ Amended ☐ Adopt
Amendment

☒ Rerefer to Appropriations ☐ Reconsider

Motion Made By VICE CHAIR MEIER Seconded By REP. ROHR

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch	X		Rep. Hanson	X	
Vice Chairman Meier	X		Rep. Hunsakor	X	
Rep. Heilman	X		Rep. Mock	X	
Rep. Heller		X	Rep. Mueller	X	
Rep. Johnson	X				
Rep. Karls	X				
Rep. Rohr	X				
Rep. Rust	X				
Rep. Sanford	X				
Rep. Schatz		X			
Rep. Wall	X				

Total (Yes) 13 No 2

Absent 0

Floor Assignment CHAIRMAN KELSCH

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HB 1373: Education Committee (Rep. R. Kelsch, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (13 YEAS, 2 NAYS, 0 ABSENT AND NOT VOTING). HB 1373 was placed on the Sixth order on the calendar.

Page 1, line 5, replace "\$6,150,000" with "\$1,000,000"

Page 1, line 8, after the period insert "Any amount provided to the department of human services under this section is contingent upon the department demonstrating that a matching amount has been received through gifts, grants, or donations, from nonstate sources for the purposes of this Act."

Renumber accordingly

2011 HOUSE APPROPRIATIONS

HB 1373

2011 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Committee Roughrider Room, State Capitol

HB 1373
2/16/11
14642

☐ Conference Committee

Committee Clerk Signature

Meredith Traubolt

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for federally designated head start programs in the state.

Minutes:

You may make reference to "attached testimony."

Chairman Delzer: Opened discussion on HB 1373. The title was read.

Representative RaeAnn Kelsch, District 34: This would appropriate \$1 million. There needs to be a dollar-for-dollar match, in order to add onto the head start program. There are approximately 805-810 students that currently qualify for the head start program and are not able to be serviced because there is not enough money in the program to provide for these children. The bill came in with a \$6.15 million appropriation, and the Education Committee felt we could work with Appropriations to bring it down and get a match, so we could provide assistance to these at risk students. We know that if they come to school ready, they are kids that are more than likely going to be successful, especially when they come out of the head start program. Research has proven that the head start kids are more actively engaged in their communities, and their parents are more actively engaged in their communities. Head start does a lot of things right and a lot of things we have always stood for here in the House of Representatives, and that is getting parents involved in their students' education and trying to help make sure students don't fall through the cracks.

Chairman Delzer: Head start has always been federally funded or by grants or gifts?

Representative Kelsch: Correct. In the 2007 session, we put an amendment into law that stated that, because we knew the federal funding might stay stagnant, head start could partner with local school districts in order to provide more services to these at risk kids.

Chairman Delzer: How many local school districts are partnering?

Representative Kelsch: The one that comes to mind that's partnering for sure is up in Devils Lake, and I think Dickinson might have a bit of a partnership. The reason for putting in the dollar-for-dollar match is that we think there are business out there that are definitely interested in making sure these kids get a good start for beginning kindergarten and staying in school.

Chairman Delzer: When I look at the bill, it says from 'non state sources' so what would preclude them from using their federal funding to match this?

Representative Kelsch: That is not the intent. I don't think they have the ability to use their federal dollars for anything other than the head start program, they're prohibited by law from doing so.

Chairman Delzer: The way this is worded, they have to have a match to receive the state funds, but I don't see anything here precluding them from using federal dollars.

Representative Kelsch: The intent was not to use the federal dollars. The intent was to use other dollars they could leverage in order to get to the million dollars.

Chairman Delzer: So it would not be a problem from your standpoint to put from 'non state and non federal sources.'

Representative Kelsch: Perhaps saying 'federal head start dollars,' because I think if you have an opportunity to leverage a grant, you might try to do that.

Chairman Delzer: Questions by the committee?

Representative Skarphol: What are we investing in federal dollars right now in the state, and where?

Representative Kelsch: We have a funded enrollment of 2938 students. What ND receives is \$5 million.

Chairman Delzer: Has that been stagnant?

Representative Kelsch: It has stayed pretty level, since about 2007. A lot of times the head start programs have not been able to pick up any additional students.

Representative Skarphol: I'm curious about where the students are distributed across the state.

Representative Kelsch: There are head start programs in Williston, New Town, Minot, Belcourt, Towner, Fort Totten, Grand Forks, Mayville, Fargo, Dickinson, Mandan, Fort Yates, Bismarck, and Jamestown. Those are where the main program resides. The Mandan one, for example, has outreach in New Salem, Flasher, and Hebron, so they typically reach out to the rural areas. All the locations have waiting lists.

Representative Skarphol: You envision this \$1 million expanding the program?

Representative Kelsch: While the \$6.1 million, the intent with that was to pick up the full 800 kids on the waiting list, or as many as possible, now with the decrease it's probably only 100. They're all at risk, so we want to help as many as we can. With the matching, it's probably about 200 kids off of those wait lists. Remember on the head start program, it's

income based, so if your joint income is \$22,000, you qualify, but if you make \$22,000.01, you don't qualify for the head start program, even though you may be just as much at risk or in need. The 805 students are within that \$22,000 or below range. There are opportunities, if you don't have a full head start in one of these communities, that they will take a look at the next bracket of income. None of those 805 students fall outside of the \$22,000.

Chairman Delzer: Can someone outside of that range purchase their way in? Recording glitch.

Representative Kelsch: No they cannot.

Chairman Delzer: Questions? We'll stop on this bill for now.

2011 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Committee Roughrider Room, State Capitol

HB 1373
2/17/11
14712

☐ Conference Committee

Committee Clerk Signature

Meredith Trachsel

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for federally designated head start programs in the state.

Minutes:

You may make reference to "attached testimony."

Chairman Delzer: Opened discussion. The question was whether they could use federal funding, change the wording from non state to non state and non federal head start dollars. What does the committee wish to do?

Representative Kaldor: I move Do Pass.

Representative Martinson: Second.

Chairman Delzer: Discussion on 1373? I'm not going to support this at this time, because I think it's new money, a route we haven't gone before. I don't think it's a bad program at all, I'm sure it's very good, but this is another case of when federal money stays stagnant or reduces, the first place we come is back to the state to fund it. We could afford to fund it right now, the question is, how do we handle it if and when the time comes that we can't afford to fund it?

Representative Kaldor: I would hope we could support this. I wasn't initially even thinking of being on this bill, I was approached, and I'm happy the education committee gave this a favorable recommendation based on what I've learned studying this through the process. The need and the benefits are tremendous. It reaches kids who would probably otherwise fall through the cracks, and gives them a chance. The need is finding itself all over the state, not just in the largest cities, but also in a lot of rural communities. Some early intervention can address a lot of the issues we see in youth who are coming into Department of Corrections facilities. If we can get them into a program like this, they have a much much better chance of avoiding being a part of our corrections institute, and a much greater opportunity to be a part of our educational and higher ed system. I would call this a real positive investment, that correlates really well with the positive economic growth we're having in ND.

Representative Skarphol: When this bill came in, it originally had 6.6 million. I knew I couldn't support it at that level. If you do a little math, it comes to about \$1700 per student. If you divide the \$1 million by the \$1700, that's about 110 more students that could be picked up. I've committed to supporting \$1 million in this bill, and I will do so.

Chairman Delzer: Further discussion? We'll do a roll call for a Do Pass on 1373. The motion carries 16-5. Representative Kaldor will be the carrier.

Date: 2/17
Roll Call Vote #: 1

2011 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1373

House Appropriations Committee

Legislative Council Amendment Number _____

Action Taken: ☒ Do Pass ☐ Do Not Pass ☐ Amended ☐ Adopt Amendment
☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep. Kaldor Seconded By Rep. Martinson

Representatives	Yes	No	Representatives	Yes	No
Chairman Delzer		X	Representative Nelson	X	
Vice Chairman Kempenich	X		Representative Wieland	X	
Representative Pollert		X			
Representative Skarphol	X				
Representative Thoreson	X		Representative Glassheim	X	
Representative Bellew		X	Representative Kaldor	X	
Representative Brandenburg	X		Representative Kroeber	X	
Representative Dahl	X		Representative Metcalf	X	
Representative Dosch		X	Representative Williams	X	
Representative Hawken	X				
Representative Klein	X				
Representative Kreidt		X			
Representative Martinson	X				
Representative Monson	X				

Total (Yes) 16 No 5

Absent 0

Floor Assignment Rep. Kaldor

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HB 1373, as engrossed: Appropriations Committee (Rep. Delzer, Chairman)
recommends **DO PASS** (16 YEAS, 5 NAYS, 0 ABSENT AND NOT VOTING).
Engrossed HB 1373 was placed on the Eleventh order on the calendar.

2011 SENATE EDUCATION

HB 1373

2011 SENATE STANDING COMMITTEE MINUTES

Senate Education Committee
Missouri River Room, State Capitol

HB 1373
March 15, 2011
15459

☐ Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

To provide an appropriation for federally designated head start programs in the state.

Minutes:

See "attached testimony."

Chairman Freborg opened the hearing on HB 1373; no fiscal note attached.

Representative Kaldor, District 20 introduced the bill (#1 Testimony and InForum article) to provide an appropriation for the federal Head Start programs.

Senator Heckaman: You mentioned matching amounts from non-state sources? Where would you anticipate those to come from? **Representative Kaldor:** Would be their hope that private entities provide some support; not his preference. Wished that the House had left it as a total general fund appropriation. House Education committee determined there may be opportunities for matching funds to incentivize this program. **Senator Heckaman:** That wasn't in the original bill? **Representative Kaldor:** No it was not.

Senator Gary Lee: How is this issue addressed in the executive budget? **Representative Kaldor:** Not funded in the Governor's budget.

Senator Luick: Do federal funds count as matching dollars? **Representative Kaldor:** Thinks the way it is drafted in the bill its non-state sources. Assuming there is a way in which that could happen; however, this program actually supplements what is already being done by the federal government.

Senator Mathern, District 11 testified in support of the bill. He has worked with families and family counseling; worked with families in foster care, worked with young families dealing with struggles of single parenting. It was clear to him that whenever someone could get involved in Head Start there was an immediate benefit to the situation. Believes Head Start is a program that goes to the recognition that a child is really part of a social system. Saw families involved in Head Start learn skills of social participation—so important for families. They learned about parenting; how to be a positive parent. Noted also that the families learned how to be partners with the education system. It has been his experience that Head Start is good for everyone and these skills mentioned build up our

democratic society. Would like to see it moved from \$1 million back to \$6 million where started.

Senator Gary Lee: Noticed the appropriation goes to the department of Human Services versus department of Education; why is that? **Senator Mathern:** Really do not know; presume there were a number of variables in terms of which department it could go to. Suspect education could do it, but also suspect there are many families that are Head Start participants that also need to be involved in program under Human Services. Could be a few home for this grant program and that was just one option.

Allison Driessen, Program Director of Early Explorers Head Start (#2 Testimony) other information provided: #3 letter from Keith Gustafson, Director of Special Education for the Northern Plains Special Education Unit in Crosby; #4 letter from Head Start parent Tim Hass; #5 map of North Dakota Head Start Centers; #6 HHS Poverty Guidelines; #7 North Dakota Head Start waiting lists; #8 rationale for expansion; #9 Investing in Our Future; #10 framework chart.

Senator Heckaman: If the appropriation goes through and stays at the current level, how would the 65-75 children be selected? Do you do a priority list or first-come, first-served?

Allison Driessen: Any family that applies has to go through an eligibility criteria form; fill out an application and different needs would be a point system. Higher needs, higher chances of getting into the program. One of first priorities is income eligible, but if a child would have a disability or stress or homeless, that would make them a first priority. Are you asking how they would get into the program or how the 65-75 would be determined?

Senator Heckaman: Just how the 65-75 would be determined. **Allison Driessen:** That process would be completed through a request for proposals through the Human Service department; they would have to be scored out, look at who the collaborations are as a scoring process and from there would be determined. **Senator Heckaman:** On the map (#5) you provided there are some counties that don't have access to services. Is that because there is no need in those counties? **Allison Driessen:** No, may mean there aren't enough income eligible children, the population base is not there, or not been opportunities on a federal level to expand services.

Senator Gary Lee: Understand that 90% of families enrolled in Head Start have to meet the income eligible requirements; your table (#7) the first column with numbers—those are students that meet the guidelines. The next table—is that a summation, does that include the poverty students, and are those people that are beyond the poverty requirements?

Allison Driessen: The first column is the income eligible families in North Dakota; the second column are the families are considered to be over income. Do reserve 10% of enrollment for over-income families, and the majority of those are probably \$2,000-3,000 over what the income eligibility are. Truly the working poor.

Senator Schaible: Statement was made a couple of times that families are moving to North Dakota and expecting pre-school support. What do you mean by that? Are they coming to North Dakota to find pre-school or just ??

Allison Driessen: They are not moving to North Dakota for pre-school support, but North Dakota is one of ten states that does not invest in pre-school education. They are moving from states that have pre-school for all; maybe been enrolled in a Head Start program elsewhere and finding that those services are not available. Williston and Dickinson have outrageous waiting lists right now.

They are looking for those services; new to the community and not having a support network.

Senator Luick: Right now the program is funded 100% federally or is there a matching funds or grant funds without these monies right now? **Allison Driessen:** It is 100% funded through the federal government; with every dollar they are required to have a 25 cent match. They have reduced professional fees, have collaborations with school districts, get volunteers from parents and able to use all of those as matches. **Senator Luick:** As far as the department that handles Head Start programs themselves, is it Human Services or Department of Education? **Allison Driessen:** Head Start is located under the Department of Health and Human Services. Have an existing office under the North Dakota Human Services-the state Head Start Collaboration office. **Senator Luick:** Administration costs from the program run about what percentage? **Allison Driessen:** Between 10-15% of the funds go to administration costs; spend about 80-85% on personnel and then occupancy and supplies. Of the \$1 million, about \$30,000-40,000 to administration.

Sharon Hansen, Director of Community Action Partnership Head Start program testified in support of HB 1373 (#11 Testimony; other letters of support #12 – 14; #15 NHSA newsletter)

Kyle Adolf (#16 Testimony) parent of three boys that have had success through Head Start.

JoAnn Brager, Vice President of Public Policy for the North Dakota Association for the Education of Young Children testified in support of the bill (#17 Testimony; #18-19 letters of support from families; #20 Fight Crime: Invest in Kids)

Paul Ronningen, State Coordinator for Children's Defense Fund North Dakota testified in support of the bill (#21 Testimony)

Josh Askvig, North Dakota Education Association on behalf of the organization and members—get to see the positive effects of these programs after the kids are through them and in the classroom. He can say that in talking to members they see the benefit of these programs and would request that the level of funding be brought back to \$6 million. Through the Ready Child initiative, which prepares students to be ready to learn and ready for life, support it as well.

Timothy Hathaway, Executive Director, Prevent Child Abuse North Dakota would like to say his work relative to preventing and reducing child abuse is directly impacted by programs like Head Start. Know that families with increased levels of stress, living in poverty, do not have access to the kind of community resources that this program provides are more likely to have difficulties managing children's' behavior, their own stress and that spills over into harm to children. Increased cost to the state overall. This program helps prevent harm to children, supports families and lowers the overall cost to services that must be delivered if we don't do it in the Head Start form. Families end up receiving this in Child Protection format. In favor of this bill and restoring the funding.

No further testimony in favor; no opposition. Hearing closed.

2011 SENATE STANDING COMMITTEE MINUTES

Senate Education Committee Missouri River Room, State Capitol

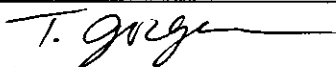
Committee Work on HB 1373

March 15, 2011

154453

☐ Conference Committee

Committee Clerk Signature



Minutes:

No "attached testimony."

Senator Heckaman: Move to amend line 5; the original appropriation in this bill was \$6.15 million. Think the House saw the merit in the bill but they did cut the appropriation down to \$1 million. Would like the Senate appropriations to look at it a little bit higher and move to amend Engrossed HB 1373 line 5 to read \$3 million instead of \$1 million; second by **Senator Marcellais**.

Senator Heckaman: Think there was a lot of good testimony about the merits of this. Has seen positive results in the schools and towns where she has taught before and think it is a good way to leverage money in a positive direction. Don't think we want to ask for \$6 million right now; if appropriations feel they have the funds, think they will take it up. Let's try for \$3 million right now. Motion failed; 3-4-0 (Vote 1A)

Senator Schaible: Just to explain why voting no on this amendment and probably the bill—it is just like talks before—not against early education, but when early education or head start came about it was a federal program. When discussed back home, thought head start was appropriate if the funding wasn't from a local or state source. It is an expansion of education past K-12 and think the discussion before has been if we fund it we have to mandate it and everything else. He is against local or state funds going toward it; federal program and if they want to fund it; also afraid the federal funding is going to be cut off for that and state will be asked to supplement that burden also.

Senator Luick: At the present time, is the state funding any part of Head Start program or is it all federal? **Chairman Freborg:** Would say federal; think the testimony this morning was incorrect. Question was asked if federal dollars are being matched, and he thinks speaker inferred that it was a 25% match. He doesn't think it is, but stands to be corrected. Does not think (reasonably sure) there is a federal match requirement. **Senator Luick:** He is in favor of the head start program, but have the same concern that if we fund something like this are we responsible for the program and are we having to mandate the actions of that group. **Senator Flakoll:** Asked the intern to see if he could find a 25% match—not sure that is germane to the vote or not.

Senator Heckaman: Move to amend line 5 to \$2 million; second by **Senator Marcellais**. Motion failed 3-4-0 (Vote 1B)

Senator Heckaman: Move a Do Pass to Engrossed HB 1373 and Rerefer to Appropriations; second by **Senator Marcellais**. Motion carried 4-3-0 (Vote 1C); **Senator Heckaman** will carry the bill.

Date: 3/15/11
Roll Call Vote # 1A

2011 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1373

Senate Education Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: ☒ Do Pass ☐ Do Not Pass ☐ Amended ☒ Adopt Amendment
☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Sen. Heckaman Seconded By Sen. Marcellais

Senators	Yes	No	Senators	Yes	No
Chairman Layton Freborg		X	Senator Joan Heckaman	X	
Vice Chair Donald Schaible		X	Senator Richard Marcellais	X	
Senator Tim Flakoll		X			
Senator Gary A. Lee		X			
Senator Larry Luick	X				

Total (Yes) 3 No 4

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

*line 5 - amend to \$3 mil.
failed*

Date: 3/15/11
Roll Call Vote # 1B

2011 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1293

Senate Education Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: ☒ Do Pass ☐ Do Not Pass ☐ Amended ☒ Adopt Amendment
☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Sen. Heckaman Seconded By Sen. Marcellais

Senators	Yes	No	Senators	Yes	No
Chairman Layton Freborg		X	Senator Joan Heckaman	X	
Vice Chair Donald Schaible		X	Senator Richard Marcellais	X	
Senator Tim Flakoll		X			
Senator Gary A. Lee		X			
Senator Larry Luick	X				

Total (Yes) 3 No 4

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

*line 5 - amend to \$2 million
failed*

Date: 3/15/11
Roll Call Vote # 1C

2011 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1373

Senate Education Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: ☒ Do Pass ☐ Do Not Pass ☐ Amended ☐ Adopt Amendment

☒ Rerefer to Appropriations ☐ Reconsider

Motion Made By Sen. Heckaman Seconded By Sen. Marcellais

[illegible]

Total (Yes) 4 No 3

Absent 0

Floor Assignment Sen. Heckman

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HB 1373, as engrossed: Education Committee (Sen. Freborg, Chairman) recommends DO PASS and BE REREFERRED to the Appropriations Committee (4 YEAS, 3 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1373 was rereferred to the Appropriations Committee.

2011 SENATE APPROPRIATIONS

HB 1373

2011 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee Harvest Room, State Capitol

HB 1373
March 21, 2011
Job # 15700

☐ Conference Committee

Committee Clerk Signature

for Rose Lanning

Explanation or reason for introduction of bill/resolution:

A bill to provide an appropriation for federally designated Head Start programs in the state.

Minutes:

See attached testimony # 1 - 18.

Chairman Holmberg called the committee hearing to order on HB 1373. Roll call was taken.
Roxanne Woeste - Legislative Council; **Lori Laschkewitsch** - OMB.

Rep. Lee Kaldor, District 20

Bill Sponsor of HB 1373 as Amended.
Written testimony – see attached # 1

Senator Bowman asks, the million dollars, how did you come up with that figure?

Rep. Kaldor states, I did not come up with that figure. It is actual \$6,150,000 and it was intended to cover 500 children. House Education Committee amended it down to a million. That's significant reduction in the number of children that will be provided services.

Senator Bowman states, if you had two children, one in Head Start and one not, does the one not in Head Start have any chance of making it at all?

Rep. Kaldor states, the difference between Head Start and non Head Start make a difference later in life? The research indicates the student with Head Start has a significantly better opportunity to avoid being retained in a class. In other words, not progressing through has a much better chance of not having health problems in the future, because some of the services are referrals to dental care and other health services. They are less likely to end up in our corrections institutions. I cannot say one will have an advantage over another one, in comparison of two individuals.

Allison Driessen, Program Director, Early Explorers Head Start, Towner-Granville-Upham School District

Testified in support of HB 1373
Written testimony # 2

She also handed out - High-quality Pre-kindergarten – see attached #3.

She handed out written testimony from **Keith H. Gustafson, Director of Special Education for the Northern Plains Special Education Unit in Crosby.** –see attached #4.

Senator Kilzer asks for clarification. (Page 3, second paragraph) Is it \$6000, covers the two years or is it each year or is it \$3000/yr.?

Allison Driessen replied that it is \$6000 per year or \$12,000 a biennium.

Senator Kilzer states that it is \$12,000 for two years.

Allison Driessen states that is correct. That is an average figure we use, based on what the current expenses are of the Head Start programs.

Senator Christmann asks, I don't know if I misunderstood this bill coming in or just didn't understand you. I thought there was a big reduction in federal funding and this bill sought to replace that. This sounds like, what is occurring, will continue to occur and this million dollars will expand the program for another 65-75 children? Are we adding or replacing existing money?

Allison Driessen states that at this point, we are expanding. At this point, Head Start has not been cut on the federal level. We know there is going to be some temporary cuts across the federal government as we are rebuilding our economy. This would be additional children; this would not be taking the heat off of the federal government. This would be working to get those 809 on the waiting list.

Chairman Holmberg asks, is there a waiting list across the state or is there peaks and valleys? Are they evenly distributed?

Allison Driessen states, it is varied throughout the area. In Grand Forks and Fargo we are barely touching the number of children that we could possibly be serving. However, in other areas, we are adequately serving the needs of the communities. The waiting list is 508. They are the working poor who are not receiving services. One of the nice things about the application process, through the Dept. of Human Services, is that there will be a grant request. It will show the needs of the community and will show which areas have the greatest need.

Chairman Holmberg asks, are we setting up two programs? Essentially, the Head Start program (federal) that exists and then we are going to have the state add on, where the state will determine, where additional state resources will go to these federally ok'd locations around the state. How is that going to interface? You have these centers around the state, that are federally approved, and then we are setting up this program, in Human Services, where there will be grants. Then the Dept. will determine, where the state resources go, to augment these various sites across the state.

Allison Driessen states that the Federal Head Start program is under Dept. of Human Services. They already exist. To be eligible for the expansion, you would have to be an existing Head Start program, in high status, which all of the programs are. They would be determined on a state level but monitored on the federal level. It would not be creating a separate system; it would be working with the existing system.

Senator Wanzek asks, what percentage of Head Start students, who don't qualify, are paying privately?

Allison Driessen states, we can allow 10% of over income children into the Head Start program. Those might be those at risk or that are above the eligible income level.

Senator Erbele asks, are they the same or varies site to site?

Allison Driessen states they may have varied hours, every program option is different at each site, based on what the community needs are. The curriculum is up to each school, however, on page 10, Testimony #1, these are the outlining goals that all Head Start programs have to meet. How you meet them is up to each program and we do that by connecting with our public schools. Such as, what is the expectation of the kindergarten teacher for children coming in, who is your grantee?

Senator Christmann asks, is the local match an issue in which areas and which children get funded? Mayville has about 80 students and about 20 income eligible. Right beside it, in the Fargo-Wahpeton area, they are about the same, 1/2 instead of 80 %. How is it decided where the state money goes?

Allison Driessen states, are you asking why we are they not serving more children?

Senator Christmann asks, how is it decided how much money to give each program?

Allison Driessen states, that is going to be determined through, who has the greatest need and from there grants will be awarded. Lisbon may not have any pre-school, so they would have a higher chance of getting that grant because they have no services at all. It's based on the application process vs. Fargo who has a number of services. It is based on the application process.

Chairman Holmberg announced the subcommittee would be the same as the extension service (HB 1020) and will be: **Senators Bowman, Holmberg, Christmann, and O'Connell**.

Sharon Hansen, Director, Community Action Partnership Head Start program, SW North Dakota

Testified in support of HB 1373
Written testimony # 5

Dennis W. Johnson, CEO, TMI Corporation, and Mayor of Dickinson, ND
Written testimony # 6

Dialog Briefs – Briefing paper on the National Head Start Impact Study –see attached # 7.

Kyle Adolph, District 37 resident, Head Start parent

Testified in support of HB 1373
Written testimony # 8

JoAnn Brager, VP of Public Policy, ND Association for the Education of Young Children
Testified in support of HB 1373
Written testimony # 9.

Senator Warner asked if they could outline the medical aspects of Head Start?

Sharon Hansen states that one of the requirements that we have for every single child that begins Head Start is that within 90 days of enrollment, every single child has to have a comprehensive physical examination and includes a dental exam. What we have found from those examinations, is that many children are diagnosed with dental problems that keep them from learning. So if they hadn't been detected before they get to kindergarten, they would probably have a mouthful of decay. We know kids cannot learn when they are in pain. We have found children with hearing difficulties and that need hearing aids and many children leave our program with glasses. Since these things were detected early, it is such a cost savings to kids by detecting early. It is also a cost savings to Medicaid programs. Within 45 days, every child has a developmental exam. That developmental exam is when we pick up, additional children who need special education. Kids born into poverty are more likely to have learning difficulty. So it is critical, we find them soon.

Senator Warner asks, is there a portion of the Head Start costs that go towards screenings or physicals? Or are they picked up someplace else?

Sharon Hansen states, we make sure every child has a medical home. We ask each parent, where do you go for medical screenings and care? If they don't have a medical home, we help them find one. The second thing, who is paying for your medical costs. If in poverty, make sure they are eligible for Medicaid. It's rare to use Head Start funds, only if they don't have coverage.

Chairman Holmberg closed the hearing on HB 1373.

Additional testimony in support of HB 1373 –

Kari Roller, Mother of Head Start child – see attached # 10

Tim Hass, Head Start parent – see attached # 11

Jon Skaare family, Head Start parents, Dickinson, ND – see attached # 12

Paulette Grady, Head Start parent, Dickinson, ND – see attached # 13

Heather Eckert, Head Start parent, Dickinson, ND – see attached # 14

Marcus and Lisa Lewton, Head Start parents, Dickinson, ND – see attached # 15

Rebecca Kreitinger, Head Start parent, Dickinson, ND – see attached # 16.

Diane Munyon, Head Start parent, Dickinson, ND – see attached # 17.

Lori Wentz, Head Start parent, Dickinson, ND – see attached #18

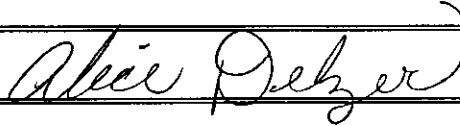
2011 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee Harvest Room, State Capitol

HB 1373
04-06-2011
Job # 16389

☐ Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A ROLL CALL VOTE FOR A DO PASS RE: HEAD START PROGRAM

Minutes:

You may make reference to "attached testimony."

Chairman Holmberg called the committee to order in reference to HB 1350 and 1011, both Highway Patrol budget bills. Tammy R. Dolan, OMB and Becky J. Keller, Legislative council were also present. Would someone like to motion on 1373?

V. Chair Grindberg moved a Do Pass. Seconded by Senator Robinson.

Chairman Holmberg: This is the Head Start Program. It expands the program and picks up a number of low income students. Discussion.

Senator Christmann: As we get into this program, I don't believe we have ever embarked into Head Start before so we are getting into a new federal program. I don't have statistics of how many children are being served around the state, I know it's nowhere near all of them. I understood that this bill as it originated when it was 6 or 7 or \$8M even as introduced still wouldn't have served all of them, so I am just projecting here that rather than a \$1M if we look at 6, 8M that this was introduced at, plus everything that the federal government pays for it plus however much it would cost to serve all the rest of the students if they were to be served, is what you should be thinking about if you want to get into this program. Because once we start funding it the federal government, I'm guessing very quickly quit borrowing money from China to do it and let us do it and I just, based on the discussions we've had over the years when some school districts were hanging the law suit over our heads I don't see how we can provide this part of education to some students and not offer it to all of them. I think once we embark on this, based on our ND Constitution, we will have a constitutional challenge immediately just as we did the other one and we are going to be in the business, I'm wild guessing here, \$20,30M

Senator Krebsbach: I certainly hear Senator Christmann's excuses but we have differential setup by income for the Head Start Program. People that want to pay can also bring their children there if there's openings and we do have this type of disparity, not disparity, but this situation in the school lunch programs in the public schools right now, it's based on income so concerning , I don't see that as a problem down the road.

Senator Christmann: I think a big difference is, the federal government operates very much on a do as I say not as I do mentality and so they are able to get away with it with Head Start. But just like they can have US House of Representatives based on population and the US Senate with two Senators in every state, when we redistrict this fall try throwing in a proposal whereby we make up on House by population and one House by geography. That fed government that does it for themselves has cut us off from being able to do that so they can get by with doing Head Start but I don't believe our constitution will allow us to.

Chairman Holmberg: Would you call the roll on DO PASS on 1373? The bill did start at 6.1.

Senator Christmann: Does anyone have any idea what Head Start costs in ND for the amount of students that are served? (no answer)

Chairman Holmberg: Would that just be built in to the grants that come from the feds? Just as part of \$440M? Maybe because we approve it.

Senator Christmann: I want to be clear. I have no quarrels with the program but I think we should go into something with our eyes wide open.

Senator Wardner: Just one comment. I don't argue with some of the points that Senator Christmann has made. The one thing about this is, this is not through the DPI, this program comes through the community service to the community action and in our community it is supervised and run by community action. Really has nothing to do with the educational system.

Chairman Holmberg: This comes right out of the State Treasury, this particular one, whereas Head Start money would come through DPI as part of their federal income, special funds.

Senator Wardner: I didn't think it would come through DPI, I thought it came through community service.

Chairman Holmberg: Human Services is what Tammy is saying. In Grand Forks it is through the Grand Forks school system that operates the Head Start.

Senator Wardner: But I know that community action is what administers it now. Some other non-profit organization could too

Senator Fischer: asked about the chart (inaudible) and was told it's in our testimony

Senator Wanzek asked if this is the first time we spent state money on this & was told yes.

A ROLL CALL VOTE WAS TAKEN ON A DO PASS ON HB 1373. YEA: 9; NAY:4; ABSENT: 0. MOTION CARRIED. Goes back to Education. Senator Heckaman will carry the bill. The hearing was closed on HB 1373.

Date: 4-6-11Roll Call Vote # 1

2011 SENATE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. 1323Senate APPROPRIATIONS Committee☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: ☒ Do Pass ☐ Do Not Pass ☐ Amended ☐ Adopt Amendment☐ Rerefer to Appropriations ☐ ReconsiderMotion Made By Grindberg Seconded By Robinson

Senators	Yes	No	Senators	Yes	No
Chairman Holmberg	✓		Senator Warner	✓	
Senator Bowman	✓		Senator O'Connell	✓	
Senator Grindberg	✓		Senator Robinson	✓	
Senator Christmann		✓			
Senator Wardner	✓				
Senator Kilzer		✓			
Senator Fischer	✓				
Senator Krebsbach	✓				
Senator Erbele		✓			
Senator Wanzek		✓			

Total (Yes) 9 No 4Absent 0Floor Assignment Education Heckaman

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HB 1373, as engrossed: Appropriations Committee (Sen. Holmberg, Chairman)
recommends **DO PASS** (9 YEAS, 4 NAYS, 0 ABSENT AND NOT VOTING).
Engrossed HB 1373 was placed on the Fourteenth order on the calendar.

Senate Appropriations Committee
Chairman Ray Holmberg
Testimony on HB 1373
March 21, 2011

Chairman Holmberg and members of the Senate Appropriations Committee, for the record, I am Representative Lee Kaldor, District 20. I am pleased to be here today to introduce HB 1373 and seek your favorable consideration for a bill which I believe will pay dividends long into the future for our great state.

HB 1373, as amended provides \$1,000,000 appropriation to the Department of Human Services for grants to federally designated head start programs throughout North Dakota and is contingent upon demonstration that a matching amount has been received from non-state sources.

To be eligible, Head Start programs must meet application criteria as is stated in subsection 1 of the bill. These criteria focus on the number of low-income or at-risk children and families that the program will serve, accessibility to eligible children and families, coordination and interaction with licensed child care programs as well as public and non-public schools, and demonstrate in their proposals innovative ways of addressing identified needs of eligible children and families.

To be eligible for such grants, the head start program must be in compliance with all head start performance standards to ensure quality.

Finally, the Department of Human Services will be responsible for monitoring the grants and providing oversight of the head start programs receiving such grants.

The first question that any legislator would naturally ask in a situation like this is Why should we do this? Why should this be one of our priorities? We have plenty of pressing needs and even though our coffers seem full, they are never the less limited. So, what is the case for expansion of head start in North Dakota?

Today, I believe that we have a unique opportunity and a need that merits our attention. Head Start is part of the infrastructure in our state that provides tangible and positive outcomes that I will talk about in a minute. Head Start is also a piece of our infrastructure that demonstrates a real need as well.

First, let me talk about the opportunity. Head Start is several decades old and has been the subject of countless studies. Much of the research indicates that quality head start programs provide valuable public benefits. Children who have access to quality early learning opportunities can overcome risk factors that affect their success in school and in life. The success of the children served will lead to a more competitive workforce and larger tax base, while reducing public expense in special education, public assistance, and crime control or the cost of corrections.

The research done by Rob Grunewald and Art Rolnick of the Federal Reserve Bank of Minneapolis provides compelling evidence that the return from quality Early Childhood Development programs like

head start returns as much as 16% per year on every dollar invested. I had the opportunity to hear Mr. Rolnick four years ago when he spoke here in Bismarck. I thought his presentation was compelling.

Head Start has a positive impact on our public education as well. I have already mentioned the positive effects regarding special education, but the research indicates that reductions in grade retention and increased graduation rates also result from investment in head start.

You will hear testimony today about the efforts being made and the positive results that are derived from head start programs and our local school districts working together to provide high quality pre-school services that wouldn't exist without these partnerships.

It is also important to note that academic success is not the only benefit derived from quality head start programming. Head Start programs also focus on parental education and involvement, health, dental, mental health and nutrition as well.

So, if head start pays, is there really a need? Do we have enough eligible children to justify expansion of our head start programs with state resources?

Right now, head start is serving approximately 2,350 income eligible children in North Dakota. But, North Dakota has a waiting list of over 500 children and families still in need of these services.

Much of this need happens to be in places that you might not expect. Just as our infrastructure in the oil patch is in dire need of rebuilding, our working families and new arrivals to the western region of our state are adding pressure for more pre-school support and head start in particular. You will hear about that too, I'm sure.

If we can invest as much as \$370 million on infrastructure and impact in the oil patch, it seems that a small portion can be justified to ensure that families who need the help that head start can provide are able to access such help.

You will hear from those here to testify to the need and the benefit. Let me just add that with the rapidly changing society we live in and the rapidly changing economy we enjoy, our mobile society and those who come here from other states will expect pre-school support and will find that it either does not exist, or that it is at full capacity.

Let me close by likening this investment to the Legacy fund. Investing in our children now, will be worth much more than the dollars that collect minimal interest in a bank account. If we truly want a long lasting legacy of our earnest efforts, we should devote ourselves to the cause of our children.

I would like to reference letter to the Fargo Forum from retired Air Force General Keith Bjerke which is attached and testifies to the importance of Head Start programs to national security.

Thank you for your consideration of HB1373.

Lee Kaldor

Security depends on education

Keith Bjerke - 03/10/2011 Published in Fargo Forum

As a retired general who is very concerned about the current state of our educational system, I was struck by Federal Reserve Chairman Ben S. Bernanke's recent comments opposing federal cuts to education programs, especially early learning programs. As Bernanke put it, "The payoffs of early childhood programs can be especially high." By increasing graduation rates, these programs provide a major boost to our economy, the chairman noted. I would add that high-quality early learning programs also help ensure our long-term national security. Consider this: At present, 75 percent of young adults are not able to join the military, according to Defense Department estimates, and our troubled educational system is one of the leading reasons why military service is out of reach for so many young Americans. At least one in four high school students nationwide does not graduate on time, and of those who do graduate and seek to join the Army, nearly one in four cannot enlist because they score too low on the military's basic exam for math, literacy and problem solving. Fortunately in North Dakota, 84 percent of high school students graduate on time, well above the national average, but nationally we are facing a serious education crisis that threatens our national security. That is why I am among more than 200 retired generals and admirals who are urging our elected leaders in Congress to maintain funding for early learning programs like Head Start. We need to do all we can to ensure that our children, especially at-risk kids, have the opportunity to succeed in school and later in life. We cannot allow the dropout crisis to become a national security crisis.

Bjerke is a retired major general in the U.S. Air Force, and a retired North Dakota State University vice president.

House Bill 1373 Testimony

Senate Appropriations Committee

March 21, 2011

Good morning Chairman Holmberg and Senate Appropriation Committee members. My name is Allison Driessen and I am the Program Director of Early Explorers Head Start, a grantee agency of the Towner-Granville- Upham School District. I am testifying in support of House Bill 1373.

The purpose of my remarks is to provide a brief overview of Head Start, the impact of early childhood education, and the changing demographics of families in North Dakota.

Since its beginning in 1965, Head Start's goal has been to boost the school readiness of low-income children. Based on a whole child model, the program provides comprehensive services that include:

- *Research based preschool education;
- *Medical, dental and mental health care;
- *Nutrition services; and
- * Support to parents to foster their child's development

There are fourteen Head Start programs in North Dakota serving 2,348 income eligible children in North Dakota. A map of North Dakota Head Start program service areas and classroom locations is located on page five. Head Start programs collaborate with school districts, childcare, universities and other community partners to provide services in areas as small as Medina and Anamoose and as large as Grand Forks and Fargo. There are over 120 Head Start classrooms in North Dakota.

The Head Start Federal Income Guidelines is located on page six. To be eligible for enrollment, families must complete an application, which scores families based on income, age of child, risk factors and family demographics to determine which families have the greatest need for services. As of the end of January 2011, there are 809

House Bill 1373 Testimony

Senate Appropriations Committee

March 21, 2011

income eligible children on waiting lists across the state of North Dakota. The waiting list numbers by program is located on page seven.

What happens in early childhood can influence a lifetime of learning for every child. Research supports high-quality pre-kindergarten programs as an effective strategy to improve education achievement. Studies show that children who attend high quality pre-kindergarten programs enter kindergarten with better language, reading, math and social skills. They have fewer grade retentions, less remediation, higher standardized scores and higher graduation rates.¹ The North Dakota Head Start Investment 2011 Legislative Session Document on page eight and Investing in Our Future North Dakota Head Start on page nine provide supporting research on benefit to cost ratio, long-term effects of Head Start and the state specific data. Dr. Sharon Hansen will address these issues in her testimony.

Head Start curriculum and environments are research based and focus on development through child directed experiences that provide play based opportunities for exploration, problem-solving skills, and flexibility and encourage a love of learning. The Head Start Child Development and Early Learning Frameworks are located on page ten. The Framework outlines the essential areas of development and learning that are used by Head Start programs to establish school readiness goals for children, monitor progress, align curriculum and conduct program planning.

The composition of North Dakota families has changed considerably. Both parents are working full time jobs or working multiple part time jobs. According to the

¹ National Research Council and Institute of Medicine (2000) From neurons to neighborhoods: The science of early childhood development. Committee on Integrating the Science of Early Childhood Development. Jack P. Shonkoff and Deborah A. Phillips, eds. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press

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March 21, 2011

North Dakota State Data Center, North Dakota tied with Nebraska for the highest multiple job-holding rates in the nation since 2008. The reasons for multiple job holding are varied and include part-time work, low wages, limited benefits, underemployment and seasonal work. We are a mobile society driven by employment. Families are moving to North Dakota expecting preschool supports and finding they do not exist, are at full capacity or they cannot afford the services.

The revised version of the bill will provide new opportunities to 65-75 children per year at \$6000 per child for 2 years. This number is a projection, as grant applications will request funding for services that meet the needs of the respected community. Costs of full day, half day, double session or collaborating with existing programs vary greatly. The remaining dollars of approximately \$40,000-\$50,000 will be allocated to cover administrative costs of the Department of Human Services State Head Start Collaboration Office in implementing the request for proposals announcement, grant application review and awards, minimal startup expenses and administering the expansion projects over the biennium. State funding of Head Start will not offset federal funding but expand to meet the unmet need of communities.

Head Start programs are monitored by the Head Start Federal Performance Standards mandating compliance of over 2,000 regulations. In addition to the Head Start Performance Standards, programs are required to meet all applicable state and federal laws including Office of Management and Budget regulations, state health and safety codes, USDA regulations, Labor Department, and any other regulations specific to the grantee. Head Start programs are responsible to be compliant with approximately 5,000 regulations. Programs complete an annual assessment, have an

House Bill 1373 Testimony

Senate Appropriations Committee

March 21, 2011

onsite monitoring on a triennial cycle and are responsible for monthly, quarterly and annual reporting requirements.

As the academic achievement stakes continue to rise, policy makers must recognize that preparing children for school is a shared responsibility between the parents and the community. In a majority of communities across North Dakota high quality, early childhood education opportunities do not exist. The support of the Senate Appropriations Committee will be a first step in ensuring that children and families can overcome risk factors and succeed in school and in life. The success of every child translates to a more competitive workforce, a greater tax base while reducing public expense in special education costs, public assistance, crime control and lost taxes.

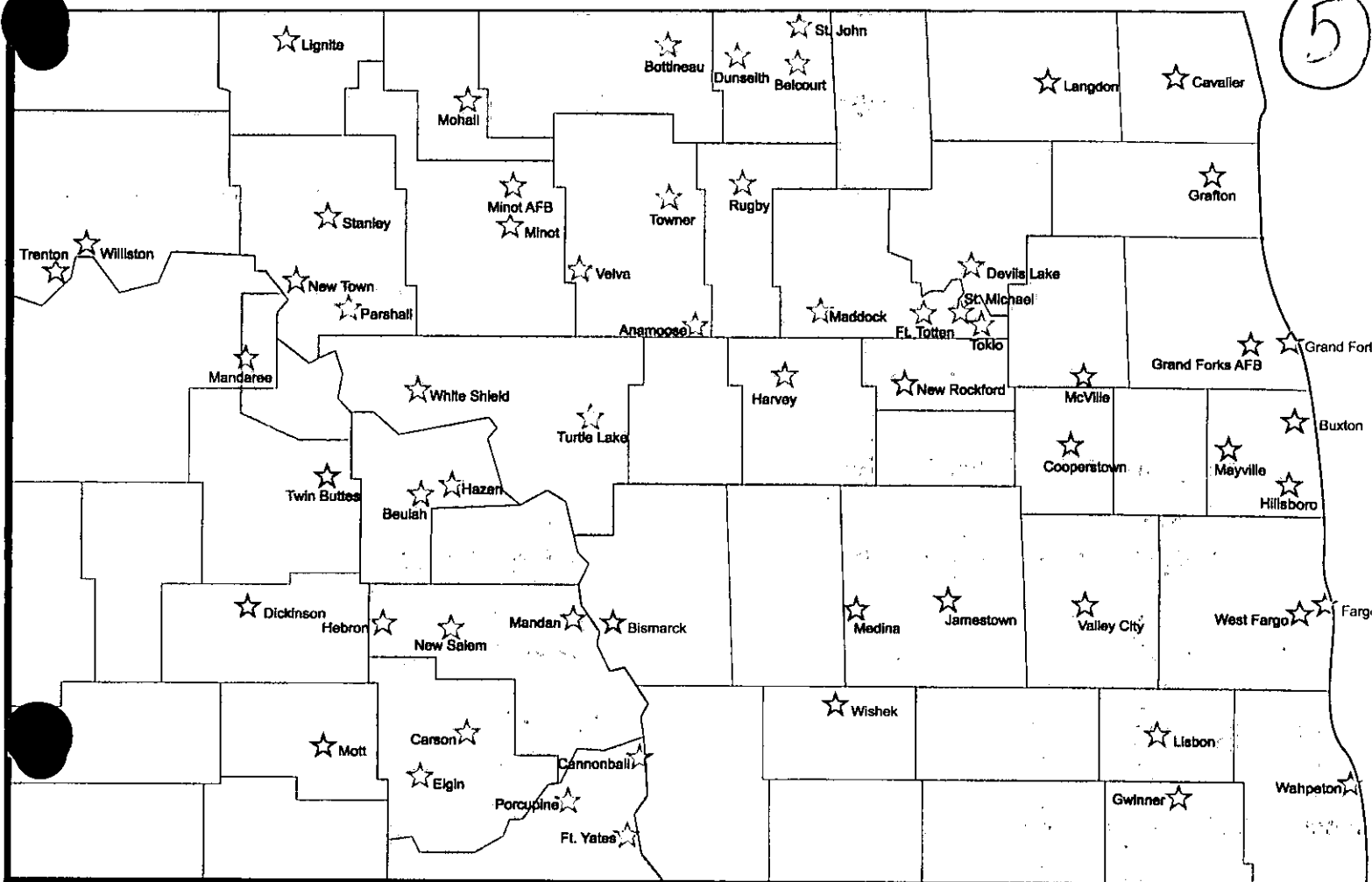
Thank you for the opportunity to testify on behalf of House Bill 1373. I welcome any questions from the Senate Appropriations Committee.

Allison Dybing-Driessen
Early Explorers Head Start
701 Main Street North
Towner, ND 58788



North Dakota Head Start Centers

5



Program Name	Grantee	Program Director	Phone Number	# of Children
Williston Trenton Head Start	Williston Public Schools	Julie Quamme	701-572-2346	115
Three Affiliated Tribes Head Start	Three Affiliated Tribes-Fort Yates	Kelly Bradfield	701-627-4820	163
Minot Head Start	Minot Public Schools	Cheryl Ekblad	701-857-4688	270
Turtle Mountain Head Start	Turtle Mountain	Jennifer Ramey	701-477-0260	330
Early Explorers Head Start	TGU School District-Towner	Allison Driessen	701-537-5409	216
Spirit Lake Head Start	Spirit Lake Tribe-Ft. Totten	Becky Larson	701-766-4070	100
Grand Forks Head Start	GF Public Schools-Grand Forks	Priscilla Mitchell	701-746-2433 Ext.812	357
Mayville State University Child Development Programs	Mayville State University	Allison Johnson	701-788-4868	80
SENDCAA Head Start	SENDCAA Community Action-Fargo	Barry Nelson	701-235-8931	309
Dickinson Community Action Head Start	Community Action-Dickinson	Dr. Sharon Hansen	701-227-3010	152
West River Head Start	HIT Incorporated-Mandan	JoAnn Brager	701-667-8668	168
Standing Rock Head Start	Standing Rock Tribe-Fort Yates	Camelita Bear Ribs	701-854-7250	257
Bismarck Early Childhood Education Programs (BECEP)	Bismarck Public Schools-Bismarck	Laurel Nybo	701-323-4400	231
Community Action VI Head Start	Community Action-Jamestown	Tammy Hoggarth	701-252-1821	198

NOTE: The poverty guideline figures below are NOT the figures the Census Bureau uses to calculate the number of poor persons. The figures that the Census Bureau uses are the poverty thresholds.

2011 HHS Poverty Guidelines

Persons in Family	48 Contiguous States and D.C.	Alaska	Hawaii
1	\$10,890	\$13,600	\$12,540
2	14,710	18,380	16,930
3	18,530	23,160	21,320
4	22,350	27,940	25,710
5	26,170	32,720	30,100
6	29,990	37,500	34,490
7	33,810	42,280	38,880
8	37,630	47,060	43,270
For each additional person, add	3,820	4,780	4,390

SOURCE: *Federal Register*, Vol. 76, No. 13, January 20, 2011, pp. 3637-3638

North Dakota Head Start Waiting Lists As of January 28, 2011			Income Eligible Waiting List (Family's income is below 100% of the poverty guidelines)	Waiting List (Family has applied for Head Start but is not being served)
Bismarck BECEP Head Start			26	97
Community Action Agency Region VI 0-5 Head Start			49	38
Dickinson Early Childhood Center/Community Action Head Start			37	36
Early Explorers Head Start			39	32
Grand Forks Head Start Program			143 *	132
Mayville State University Child Development Programs			19	10
Minot Public Schools Head Start			157	31
SENDCAA Head Start			304 *	73
West River Head Start			35	59
Williston/Trenton Head Start			5	10
TOTALS			809	508

* Programs primarily serve 4-year-old children. Applications for three-year-old children are not promoted because it is very unlikely they will be served. Number of "Income Eligible" families on their waiting lists would be significantly increased if applications were received from all families with three-year-old children.



NEED FOR NORTH DAKOTA HEAD START EXPANSION

Since its beginning in 1965 as a part of the War on Poverty, Head Start's goal has been to boost the school readiness of low-income children. Based on a whole child model, the program provides comprehensive services that include:

- preschool education;
- medical, dental, and mental health care;
- nutrition services; and
- support to parents to foster their child's development.

From 2000 to 2008, the child poverty rate in North Dakota has not improved:

- The population of children ages 0-5 in North Dakota, 2008, was 49,439. The number of children ages 0-4 living in poverty in North Dakota, 2008, was 8,269. North Dakota KIDS COUNT 2010 Fact Book
- In 2000, the number of mothers in the labor force in North Dakota with children ages 0-5 was 32,942 or 76.1%. North Dakota KIDS COUNT 2010 Fact Book
- At least 90% of families enrolled in Head Start must meet the poverty income guidelines. The income guidelines during 2010 are \$22,050 for a family of four.

Head Start serves 2,348 income eligible children in North Dakota. **ND Head Start has a waiting list of over 500 children and families still in need of services.**

State Funded Head Start will ensure that North Dakota's at risk children are academically ready to enter into kindergarten and support parents as the primary educators of their children through involvement, education and transition to the workforce.



FUTURE LEADERS

NORTH DAKOTA FUNDING COMPARED TO OTHER STATES

North Dakota is one of only 10 states that make no state investments in preschool or Head Start.

<http://preknow.org/votescount/index.cfm>

WHY INVEST IN HEAD START?

Policymakers rarely view early childhood development as economic development. They should. Careful academic research demonstrates that tax dollars spent on ECD provide extraordinary returns compared with investments in the public, and even private, sector. The potential return from a focused, high-quality ECD program is as high as 16 percent per year. "Early Childhood Development on a Large Scale" June 2005 Rob Grunewald and Art Rolnick's proposal for investment in early childhood education. Rob Grunewald, Regional Economic Analyst and Arthur J. Rolnick, Senior Vice President and Director of Research, 1985-2010, The Federal Reserve Bank of Minneapolis



WHY INVEST IN HEAD START?

The state of North Dakota will benefit from a more productive workforce, increased competitiveness, reduced crime, increased school achievement and significant return on investment in savings in K-12 education, social services and crime costs and increased tax revenue.

- **The November 2004 follow-up study on the Perry Preschool Program 40 years after its inception calculates the total benefit-cost ratio at \$17 for every dollar invested, confirming that the benefits of Early Childhood Development services continue well into adulthood.**

- HS children are significantly less likely to have been charged with a crime than their siblings who did not participate in Head Start. Garces et al. (2002, September). Longer-Term Effects of Head Start, 1011.
- Research suggests that Head Start reduces childhood obesity. Frisvold, D. (2007, January). Head Start Participation and Childhood Obesity. Paper presented at the Allied Social Science Association Meetings, Chicago, IL
- HS children are at least eight percentage points more likely to have had their immunizations than those children who did not attend preschool. Currie, J. and Thomas, D. (1995, June). Does Head Start Make a Difference? The American Economic Review, 85(3): 360.
- A higher proportion of Head Start parents reported that their 3-year-old children were either in excellent or very good health as compared with those parents who did not have children enrolled in Head Start. Currie, J. and D. Thomas. (1995, June). Does Head Start Make a Difference? The American Economic Review, 85, 3: 360

"My son attended Head Start for 2 years. Head Start taught me how to parent and taught my son he was a special and important person and that the world was a better place because he was in it. Today my 'Head Start' son owns his own law firm and I was able to obtain my Bachelor of Science and Master of Science degrees in Nursing."

Mary Lee Anderson, Parent
Minot Head Start

HEAD START
CHANGES LIVES

- Reliable studies have found that Head Start children experience increased achievement test scores and that Head Start children experience favorable long-term effects on grade repetition, special education, and graduation rates. Barnett, W. (2002, September 13). The Battle Over Head Start: What the Research Shows. Presentation at a Science and Public Policy Briefing Sponsored by the Federation of Behavioral, Psychological, and Cognitive Sciences; Garces, E., Thomas, D. and Currie, J.. (2002, September). Longer-Term Effects of Head Start. American Economic Review, 92(4): 999.
- Young women who have experienced a quality early childhood program are one-third less likely to have out-of-wedlock births. High/Scope Educational Research Foundation. Significant Benefits: The High/Scope Perry Preschool Project.

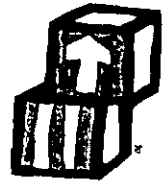
Now is the time for North Dakota to build on existing federal/local partnerships and funding of effective Head Start services. North Dakota can create a path to its future prosperity by investing in our greatest asset and highest potential – our children!

Investing in Our Future: North Dakota Head Start

February 2011

Getting Kids Ready for School

Head Start's mission is to **promote school readiness** by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families.



A Wise Return on Investment

The National Conference of State Legislators recently published a brief highlighting evidence that early education is an economic investment. They cite Art Rolnick of the Minneapolis Federal Reserve Bank, Nobel Prize winner James Heckman, and the latest findings from the Perry Preschool longitudinal study. These sources indicate that at-risk children (as are all children in poverty) who receive high-quality early childhood education are:



- more likely to be literate by third grade
- more likely to graduate from high school
- more likely to be employed as an adult



- less likely to need special education
- less likely to be retained in first grade
- less likely to be arrested

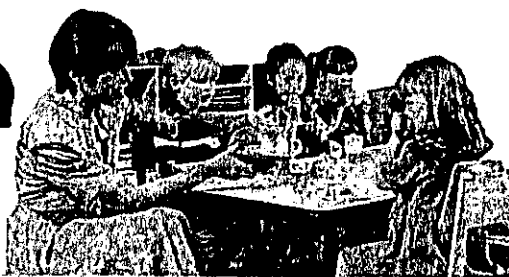
Harvard's Center on the Developing Child found that three of the most rigorous long-term studies of early childhood programs for low-income children report returns between \$4 and \$9 for every dollar invested in these programs. They argue that positive experiences before children enter school lead to better outcomes than do remediation programs at a later age - and will be more cost effective.

Human Capital - Necessary for Economic Growth

The Federal Reserve Bank's Art Rolnick advocates investing in human capital through education. As Rolnick says, "Early Childhood Development should be high on any economic development list. We know a high-quality workforce will lead to economic growth." Early childhood education is important because early experiences affect the construction of the maturing brain and can have a lasting effect on later learning, behavior, and health.

"Conventional economic development is usually focused on what's the next new company we're going to bring to town... Real economic development comes from developing our workforce and the development of a high-quality workforce starts at birth."

Art Rolnick, Federal Reserve Bank



Great Needs in Prosperous Times

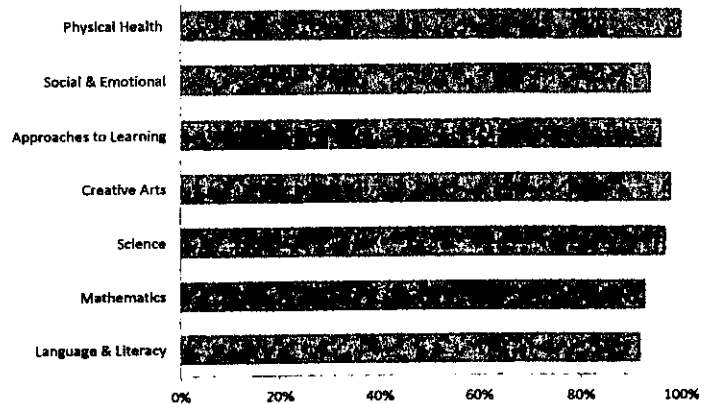
The Census Bureau estimates that 18% of North Dakota children ages 0-4 lived in poverty in 2009. That entails 7,679 children - similar to the total number of all children ages 0-4 in Burleigh, Morton, and Barnes counties combined. In addition, from 2009 to 2010, North Dakota's SNAP (formerly Food Stamps) participants ages 0-18 grew 9% and Free and Reduced Price Lunch recipients grew by 7%.

Effective, Successful Programs

Head Start teachers encourage students' development in several mandated areas, including language and literacy, mathematics, science, creative arts, approaches to learning, social and emotional growth, and physical health. Head Start enrollees' progress is recorded at least three times a year. The chart to the right provides one example of North Dakota Head Start's success. The vast majority of Bismarck Head Start children reached the highest expected stage of annual development in 2009-10.

There is ample evidence of the success of Head Start on the national level. For example, Head Start children are significantly more likely to complete high school and attend college than their siblings who did not attend Head Start. For this and other findings see http://www.nhsa.org/research/research_bites.

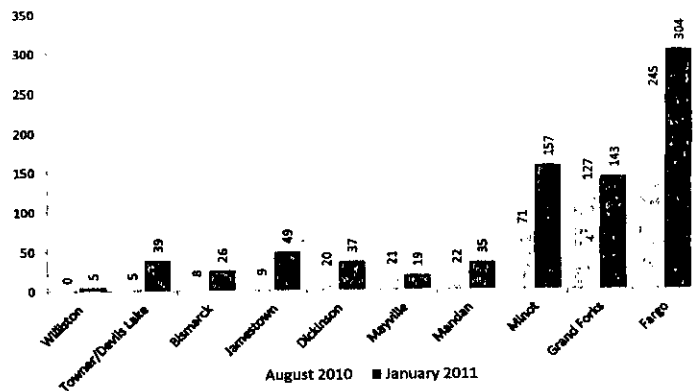
Percent of Bismarck Head Start Students Who Obtained the Highest Expected Stage of Annual Development, 2009-10



Waiting Lists are Growing in North Dakota

Many children living in families with incomes below poverty are waiting for an opportunity to participate in Head Start. In August 2010, 528 children were unable to enroll due to limited Head Start funding. By January 2011, there were 814 children across North Dakota waiting for an opening in Head Start programs.

Number of Children Living in Families with Incomes Below Poverty who are on Head Start Waiting Lists, August 2010 and January 2011



Head Start Families are Often Working-Poor Families

Most parents who have children in North Dakota Head Start are employed. These families are part of the "working poor" in our state. In 2009-10, both parents were employed in 41% of two-parent Head Start families and an additional 44% of these two-parent homes had one parent employed. In 15% of two-parent Head Start families, both parents were not working due to unemployment, retirement, or disability. Three in five (60%) single parents with children in Head Start programs were employed. In 2009-10, single parents headed 51% of Head Start families in North Dakota.

Families with Children Enrolled in Head Start by Family Type and Parental Employment Status, 2009-10

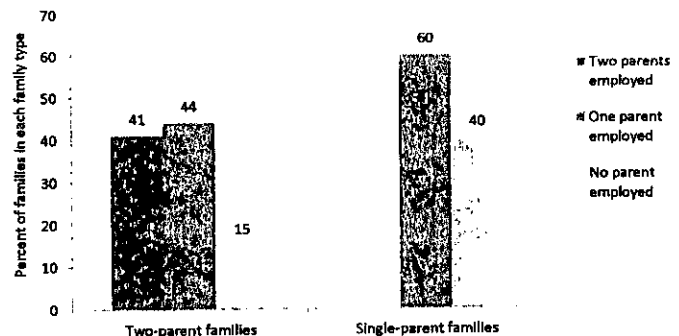
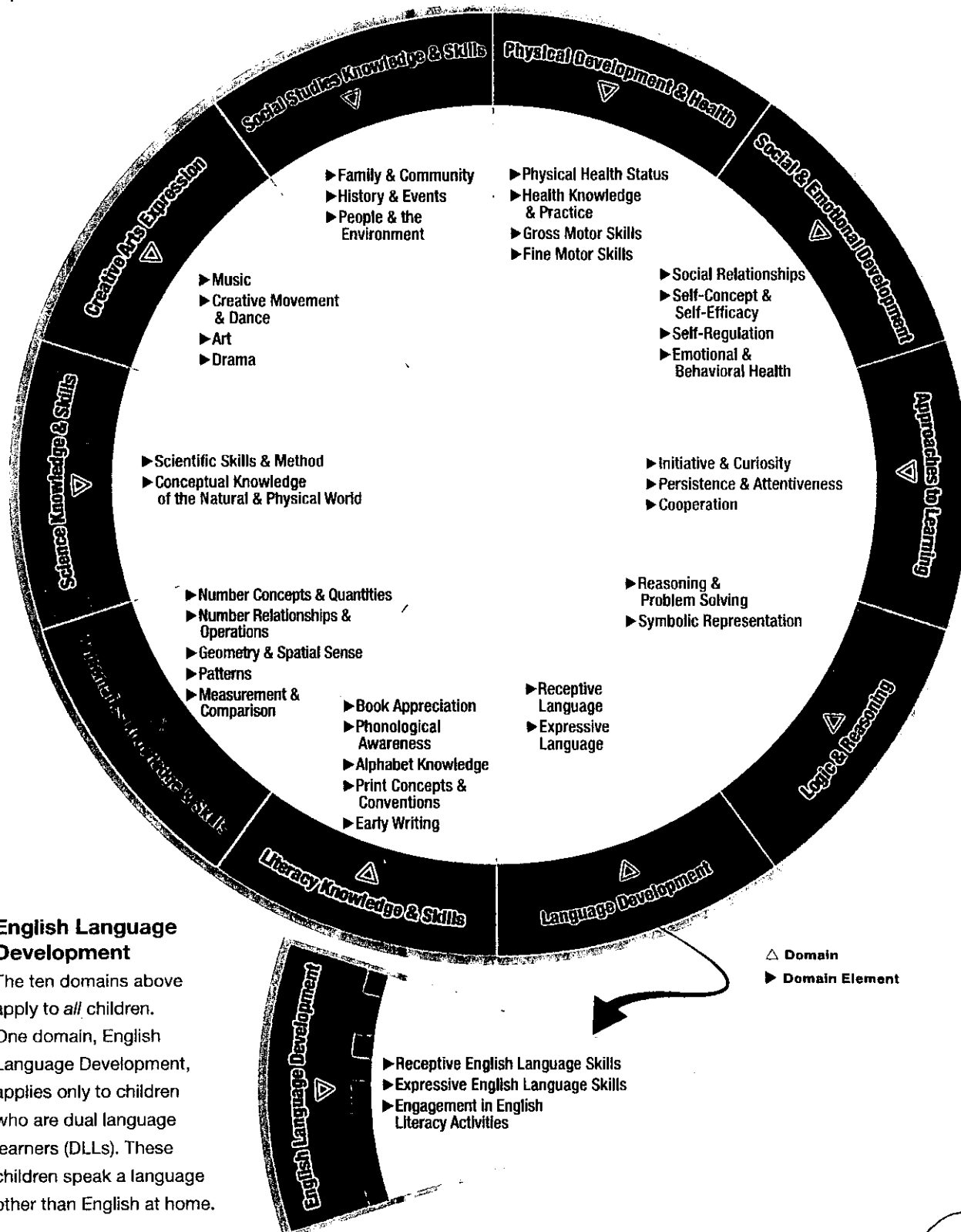


FIGURE 1: The Head Start Child Development and Early Learning Framework

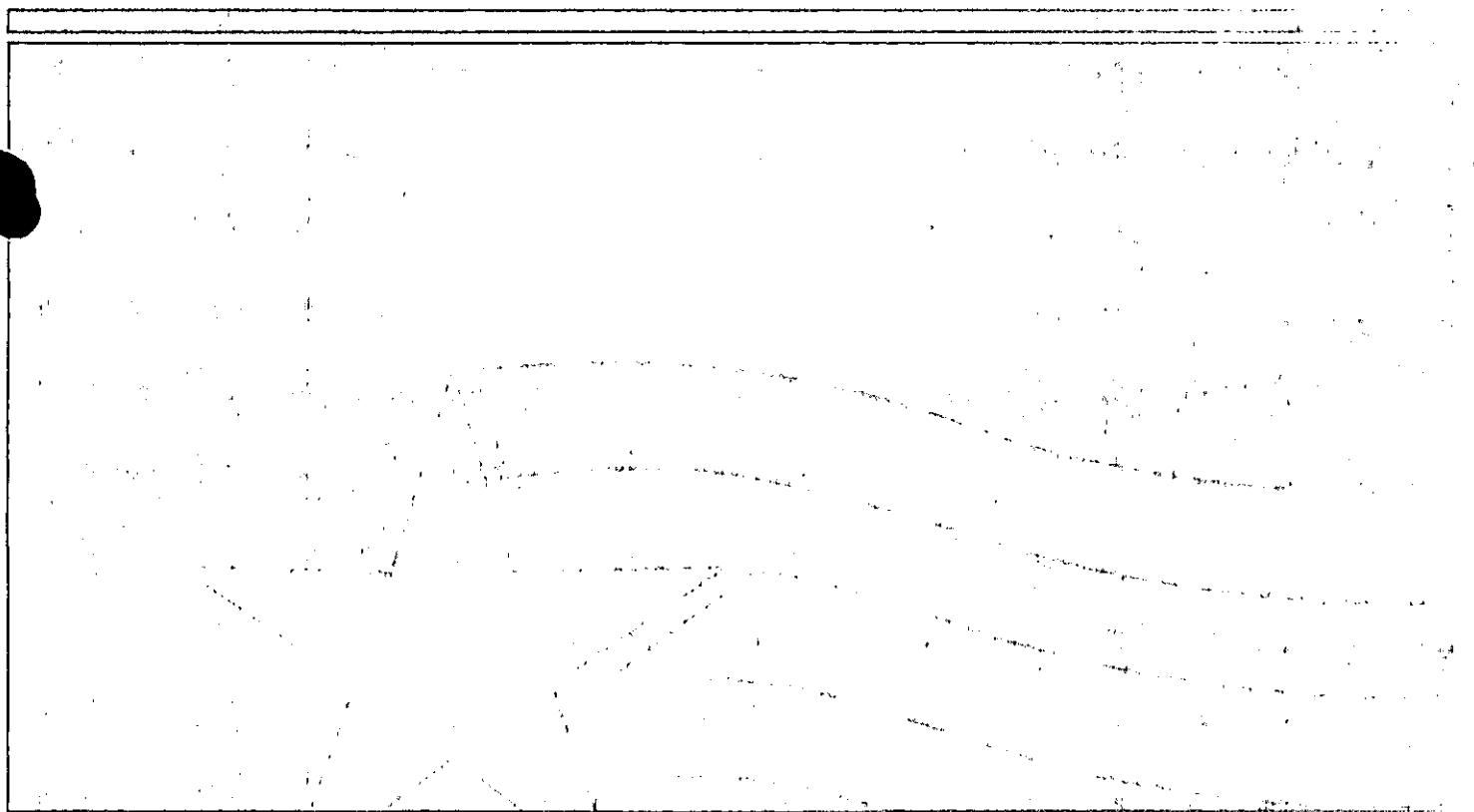
These domains △ and domain elements ► apply to all 3 to 5 year olds in Head Start and other early childhood programs, including dual language learners and children with disabilities. A black and white figure for reproduction purposes is at the end of the document.



10

High-quality Pre-kindergarten

THE KEY TO CRIME PREVENTION AND SCHOOL SUCCESS IN NORTH DAKOTA



Acknowledgements

High-quality Pre-kindergarten: The Key to Crime Prevention and School Success in North Dakota

A Report by *FIGHT CRIME: INVEST IN KIDS*

Who We Are

FIGHT CRIME: INVEST IN KIDS, is a national, bipartisan, nonprofit, anti-crime organization. The organization has a membership of more than 4,500 police chiefs, sheriffs, district attorneys, other law enforcement leaders and violence survivors. The members take a hard-nosed look at what methods work—and what don't—to prevent crime and violence. They then recommend effective strategies to state and national policy-makers.

Acknowledgements

FIGHT CRIME: INVEST IN KIDS is supported by tax-deductible contributions from foundations, individuals, and corporations. FIGHT CRIME: INVEST IN KIDS accepts no funds from federal, state, or local governments.

Major funding for Fight Crime: Invest in Kids is provided by: The Afterschool Alliance · The Atlantic Philanthropies · The Buffett Early Childhood Fund · The California Endowment · The California Wellness Foundation · The Annie E. Casey Foundation · Robert Sterling Clark Foundation · Naomi and Nehemiah Cohen Foundation · Sam L. Cohen Foundation · Dr. Scholl Foundation · Richard H. Driehaus Family Foundation · East Bay Community Foundation · Bill & Melinda Gates Foundation · The Grable Foundation · Grand Victoria Foundation · The George Gund Foundation · Evelyn and Walter Haas, Jr. Fund · The Horace Hagedorn Foundation · The Irving Harris Foundation · The Heinz Endowments · The William and Flora Hewlett Foundation · The James Irvine Foundation · JEHT Foundation · The Walter S. Johnson Foundation · W.K. Kellogg Foundation · Long Island Community Foundation · The Marks Family Foundation · The Oscar G. & Elsa S. Mayer Family Foundation · McCormick Foundation · Richard King Mellon Foundation · The Charles Stewart Mott Foundation · The New York Community Trust · Ohio Children's Fund · The David and Lucile Packard Foundation · The William Penn Foundation · The Pew Charitable Trusts - Advancing Quality Pre-K for All · Rauch Foundation · The Robins Foundation · Schumann Fund for New Jersey · W. Clement and Jessie V. Stone Foundation

Report authored by Stephanie Schaefer, Ph.D., Soren Messner-Zidell, and Tim Carpenter.

The following staff members of FIGHT CRIME: INVEST IN KIDS contributed to production of this report: Bill Christeson, Joey Weedon, Jeff Kirsch, Miriam Rollin, Matt Lambert, Ted Eismeier & Andrea Malewski.

Publication layout by Jayme Birgy.

High-quality Pre-kindergarten: The Key to Crime Prevention and School Success in North Dakota

Executive Summary

High-quality Early Education Programs in North Dakota Cut Crime and Save Money

- A landmark study of the High/Scope Perry Preschool Program, serving at-risk 3- and 4-year-olds, found that at age 27, those at-risk kids who had not attended the program were five times more likely to grow up to be chronic law-breakers than those who attended the program.
- At age 40, those left out of the Perry Preschool Program were twice as likely to be arrested for violent crimes, four times more likely to be arrested for drug felonies, and seven times more likely to be arrested for possession of dangerous drugs than those who attended the program.
- Chicago's Child-Parent Centers have served over 100,000 3- and 4-year-olds since 1967. A study compared at-risk kids in the program with similar kids who were not in the program. Kids who were left out of the program were 70 percent more likely to be arrested for a violent crime before their 18th birthday. By the time the 100,000 participants have all turned 18, the Child-Parent Centers will have prevented an estimated 33,000 crimes in that city.
- High-quality early education programs for at-risk children can save taxpayers, victims, and participants \$16 for every \$1 invested.

High-quality Early Childhood Education Unavailable for Many At-risk North Dakota Children

- The need for early education in North Dakota is substantial, since most young children are not served by publicly-funded programs. In the 2006-2007 school year, 80 percent of North Dakota's 3-year-olds and 71 percent of 4-year-olds were not enrolled in Head Start or a special education preschool program.
- Without government assistance, the cost of quality early education is beyond the means of many working families. A year of quality early education costs an estimated \$7,384. This is more than the annual tuition of \$5,722 at North Dakota State University. Parents need help paying for high-quality early education.
- To cut future crime, early education programs must be of high quality.

Federal and state governments should increase funding so all families have access to high-quality early education programs. Anything less threatens to lead to more crime and violence. That is why North Dakota's law enforcement leaders join law enforcement leaders nationwide in calling on elected leaders to provide all children access to affordable high-quality early education.

FIGHT CRIME: INVEST IN KIDS is a national anti-crime organization of more than 4,500 police chiefs, sheriffs, prosecutors, other law enforcement leaders, and violence survivors.

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High-quality Early Childhood Education Cuts Crime and Drug Abuse

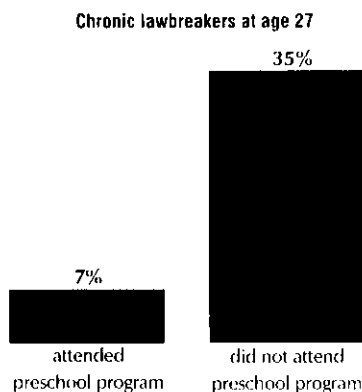
The law enforcement members of FIGHT CRIME: INVEST IN KIDS are determined to put dangerous criminals behind bars. But those on the front lines know that locking up criminals is not enough to win the fight against crime. Law enforcement leaders recognize that among the most powerful weapons to prevent crime and violence are early education programs that help kids get the right start in life.

According to a national survey of law enforcement leaders, 71 percent of police chiefs, sheriffs, and prosecuting attorneys chose providing more educational programs for young children and more after-school programs for school-age children as the most effective strategies for reducing youth violence and crime.¹

Research backs up what law enforcement professionals have learned from experience. Studies show that at-risk kids who attend high-quality early childhood education programs are less likely to commit crimes as adults than similar children who do not attend early childhood education programs. Consider the evidence:

High/Scope Perry Preschool Program: The High/Scope Educational Research Foundation initiated a study of the Perry Preschool Program in Ypsilanti, Mich. in 1962. The Foundation randomly assigned one half of a population of at-risk, low-income 3- and 4-year-olds to attend the Perry Preschool Program and assigned the other half to a control group not receiving preschool. The Perry Preschool Program is a high-quality, one- to two-year long educational program with a home-visiting component that is considered a model of early childhood education programs. In 2004, the Foundation released the most recent findings of lifetime effects of the Perry Preschool Program. By age 27, children who did not attend the program were five times more likely to become chronic offenders with five or more arrests.² By age 40, those who did not attend the Perry Preschool Program were more than twice as likely to become career offenders with more than 10 arrests and twice as likely to be arrested for violent crimes. Those who did not attend the Perry Preschool Program were also more likely to abuse illegal drugs. Children left out of the program were four times more likely to be arrested for drug felonies by age 40, and seven times more likely to be arrested for possession of dangerous drugs.³

QUALITY PRE-KINDERGARTEN CUTS FUTURE CRIME



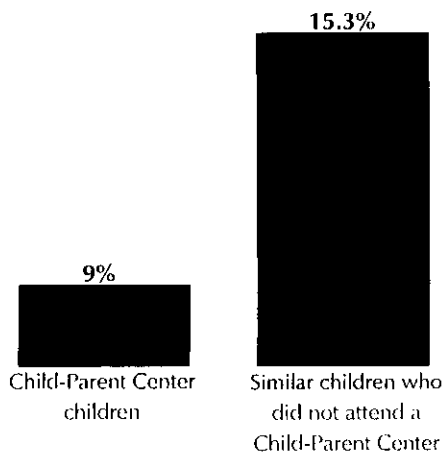
Schweinhart, et al. 1993

At-risk 3- and 4-year olds randomly excluded from the High/Scope Perry Preschool Program were five times more likely to become chronic offenders (more than four arrests) by age 27.

Chicago Child-Parent Centers: Chicago's federally-funded Child-Parent Centers (CPC) have served over 100,000 3- and 4-year-olds since 1967. The program is a center-based early intervention program that provides educational and family-support services to economically disadvantaged children. A study comparing 989 children in the Child-Parent Centers to 550 similar children who were not in the program showed that children who did not participate in the program were 70 percent more likely to be arrested for a violent crime by age 18.⁴ Children left out of CPC were also 24 percent more likely

**AT-RISK CHILDREN WITHOUT QUALITY
PRE-KINDERGARTEN WERE 70% MORE LIKELY TO
COMMIT VIOLENT CRIMES**

An arrest for violence by age 18



Reynolds, et al., 2001

to have been incarcerated as young adults.⁵ This program will have prevented an estimated 33,000 crimes by the time the children who have attended the program reach the age of 18.⁶ Furthermore, the Chicago Child-Parent Centers cut the rates of abuse and neglect of children in the program by half.⁷ New CPC data show that children from similar neighborhoods who were not offered CPC were almost twice as likely to be taken from their homes and either placed in foster care or adopted as the children in CPC.⁸ The reduction of abuse and neglect is significant in itself, but it is also compelling because of the potential impact on future criminal behavior. Studies show that children who were abused or neglected are more likely to be arrested as juveniles and to commit crimes as adults than children who were not abused or neglected.⁹

North Carolina's Smart Start: North Carolina's Smart Start is a nationally-recognized initiative designed to both help working parents pay for early child care and improve the quality of care by providing educational opportunities, resources, and educational materials for teachers. Low-income children who were not enrolled in early childhood education centers with North Carolina's Smart Start quality improvement assistance demonstrated significantly more behavioral problems than children who were enrolled. Specifically, children not enrolled in Smart Start programs were twice as likely to have behavior problems such as aggressive acts and poor temper control, anxiety, and hyperactivity in kindergarten.¹⁰ Research shows that 60 percent of children with high levels of disruptive, aggressive behaviors in early childhood will manifest high levels of antisocial and delinquent behavior later in life.¹¹

Head Start: Head Start is the federally-funded national pre-kindergarten program for low-income families that provides early education services for children ages 3 to 5. Research shows that adults who had attended Head Start as children are less likely to commit crimes than adults from similar backgrounds who had not attended Head Start. A large national survey of Head Start participants found that they were 8.5 percent less likely to be later arrested or charged with a crime than their siblings who did not attend Head Start.¹²

The research is clear: high-quality early education programs, like Head Start and pre-kindergarten, reduce crime. Cutting crime in North Dakota is important to the social and economic well-being of the state and its citizens. According to the U.S. Department of Justice, almost 13,000 crimes were committed in North Dakota in 2007, including 911 violent crimes.¹³

Despite the best efforts of North Dakota law enforcement, large reductions in crime will require that serious measures are taken before – not only after – crimes occur.

High-quality Early Education Programs Help Children Succeed

In addition to crime prevention, high-quality early education programs also lead to better educational performance. Every day, kindergarten teachers witness the difference between children who attended high-quality pre-kindergarten and those

who did not. Children who have access to early childhood education programs are better prepared to succeed in school than those who do not have access to such programs. When asked about children's readiness skills, kindergarten teachers in a Connecticut study reported that children with two years of pre-kindergarten were twice as likely to be ready for school in language, literacy, and math skills.¹⁴ Not surprisingly, in a recent national poll of kindergarten teachers, nine out of ten teachers agreed that substantially more children would succeed in school if all families had access to quality pre-kindergarten programs.¹⁵

Research shows that high-quality pre-kindergarten programs have positive effects on children's school readiness, leveling the playing field by preventing disadvantaged children from lagging behind more advantaged children in kindergarten and later school years.¹⁶ In a recent study in Oklahoma, for example, children's overall test scores increased by 16 percent when they participated in the pre-kindergarten program for one year. The most impressive gains were made by Hispanic students, who achieved a 54 percent increase in test scores. Researchers also found significant gains in children from low-income families, including a 31 percent increase in general knowledge and an 18 percent improvement in language skills.¹⁷

In a 2004 study, Policy Analysis for California Education (PACE) found comparable results. Tracking the progress of over 2,300 California

kindergarteners, researchers found pre-kindergarten experience helped bridge the achievement gap between disadvantaged and advantaged students. In language skills, for example, Hispanic children from low-income families who attended pre-kindergarten narrowed the achievement gap separating them from non-Hispanic children by a third of a grade level.¹⁸

Decades of research confirm that high-quality early education programs help children succeed beyond their early years. For example, the High/Scope Educational Research Foundation found that, compared to children who did not attend the Perry Preschool Program, by age 40, those who did attend the program were 31 percent more likely to graduate from high school.¹⁹ Children who were not enrolled in the Perry Preschool Program were also twice as likely to be placed in special education classes.²⁰ Similarly, in the Chicago Child-Parent Center program, children who attended the program were 23 percent more likely to graduate from high school. In contrast, children who were not in the Chicago Child-Parent Center program were 67 percent more likely to be held back in school and 71 percent more likely to be placed in special education classes.²¹

Research on Head Start shows that the program helps children succeed in school. A study with a nationally representative sample of 2,800 children showed that Head Start significantly raised average scores of children's performance. Moreover, the largest gains were made by the lower-

performing children, especially in the areas of vocabulary and early writing. The program narrowed the school readiness gap between children from low-income homes who attended Head Start and children from higher-income homes. Test results also showed that Head Start children continued to outpace other similar children in their learning during kindergarten, thereby further narrowing the performance gap.²² A separate new national study, utilizing the best design possible – a randomized control trial – found that, “Head Start reduced, by almost half, the achievement gap in pre-reading skills between Head Start children and the national average for all 3- and 4-year olds.”²³ In another large national survey, researchers found that former Head Start students were more likely to graduate from high school and to attend college than their siblings who attended other preschools.²⁴

The results from the 2007 National Assessment of Educational Progress, known as the Nation's Report Card, showed that North Dakota has a long way to go in preparing children for academic success. In 2007, only 46 percent of North Dakota fourth graders scored at the proficient level or greater in math, and only 35 percent scored at the proficient level or greater in reading; more than half of North Dakota's fourth graders scored at the “basic” or “below basic” level in math and more than two-thirds scored at the “basic” or “below basic” level in reading.²⁵ It is clear that North Dakota has far too many children who lack the academic skills they will need to succeed in life and to reduce

their risk of later involvement in crime.

Programs for the Youngest Children: Programs for Children Birth to Three and Prenatal Programs

During the birth to three period, children's environments and relationships with the adults around them – first and foremost, their parents – are vital to healthy development. Voluntary home visiting programs for expectant and new parents help at-risk parents provide supportive environments for their infants and toddlers. Programs that serve the youngest children provide critical supports to infant and toddler development. By helping infants and toddlers stay on track developmentally, these programs help ensure children enter preschool ready to learn.

The Syracuse University Family Development Program: Syracuse University developed a program that provides weekly home visitation and high quality early learning programs to low-income, single-parent families beginning prenatally through age five. Ten years after the initial study ended, children who were not included in the program were 10 times more likely to have committed a crime than comparable children enrolled in the program (16.7 percent versus 1.5 percent). Furthermore, children not in the program committed more serious crimes, including sexual abuse, robbery, and assault.²⁶

Early Head Start: Early Head Start (EHS) was created in response to research suggesting the developmental importance of the first three years in a child's life. Established in 1994, EHS serves both pregnant women and children ages birth to 3, providing guidance, information, parenting support, and direct services. Early Head Start provides services through center-based, home-based, and combination program options.

As with Head Start, the research suggests

More than half of North Dakota's fourth graders scored at the "basic" or "below basic" level in math and more than two-thirds scored at the "basic" or "below basic" level in reading.

that Early Head Start is highly effective. The program was evaluated through a randomized study of over 3,000 families participating in 17 EHS programs across the country. Three-year-olds who had participated in Early Head Start, compared to their peers who did not, had higher levels of cognitive and language development, better attention to play, and lower levels of aggressive behavior. Parents who participated in the program, compared with the control group, demonstrated more emotional supportiveness to their children, provided higher levels of language and learning stimulation, and read to their children more. The programs that

showed the strongest positive effects were those that implemented all of the federal program performance standards early and those that combined home-based and center-based services.²⁷ While Early Head Start has not been in existence long enough to track long-term outcomes, the implications are clear.

The finding that participation in Early Head Start results in lower levels of aggressive behavior is especially significant; as described earlier, a reduction in early aggressive behaviors is likely to be associated with a decrease in later behavior problems, which, in turn, leads to lower levels of crime. Sixty percent of children with high levels of disruptive, aggressive behaviors in early childhood will manifest high levels of antisocial and delinquent behavior later in life.²⁸

High-quality Early Education Programs Increase Economic Prosperity

The stimulating environments of high quality pre-kindergarten programs can help offset the negative effects of poverty.²⁹ The most recent figures show there are almost 20,000 children living in poverty in North Dakota.³⁰

The consequences of childhood poverty can be long term and can impact entire communities. For example, research has established a strong link between poverty and crime.³¹ In addition to an increased risk of committing crime, poor children are also at greater risk for:

- Cognitive and developmental delays
- Exposure to family violence
- Dropping out of high school
- Teen pregnancies and parenthood
- Emotional and behavioral problems
- Working a low-wage job as an adult
- Raising their own children in poverty
- Serious and chronic health problems.³²

Crime in North Dakota	
Population	693,715
Violent Crimes	911
Murder or non-negligent manslaughters	12
Rape	207
Robbery	70
Assault	622
Property Crimes	12,088
Burglary	2,164
Larceny-Theft	9,010
Vehicle Theft	914
Total Crimes	12,999

Source: Federal Bureau of Investigation, 2008

Years of research have also shown a direct link between family income level and children's social, emotional, physical, and cognitive development. The early years of life are crucial to a child's brain development. The National Research Council has found that 90 percent of brain development occurs before the age of five.³³ This is the time of the most rapid growth in conceptual, linguistic, and social abilities – if children have access to nurturing and enriched environments. Early education for low-income children during these vulnerable years lays a strong foundation for lifelong learning and their development into productive, healthy adults.³⁴

Helping children succeed in school is also important to the economic health of North Dakota. The high school graduation rate in North Dakota is 79 percent, higher than the national average of almost 71 percent.³⁵ North Dakota has a solid foundation but can still improve.

Families with parents who have not completed high school are more likely to live in poverty than their more-educated counterparts.³⁶ Nationally, 82 percent of children whose parents have less than a high school diploma live in low-income families.³⁷ The link between education and achievement is clear. Because the experience of high-quality early education leads to success in school and higher graduation rates, early education programs secure this education-economic growth link, giving children the tools to achieve success in school and in life.

Research Shows Only High-quality Early Education Leads to Positive Outcomes

Early childhood education programs can provide young children essential academic and social skills that are critical for later success. But study after study show that early education programs must be of high quality to have a real impact on children, especially high-risk children.³⁸

To quote the National Institute for Early Education Research:

Research demonstrates that high-quality preschool education can substantially increase children's chances of succeeding in school and in life. Children who attend high quality pre-kindergarten programs are less likely to be held back a grade, less likely to need special education and more likely to graduate high school.³⁹

Researchers agree that high-quality programs share several common characteristics, including:

- Highly qualified teachers with appropriate compensation⁴⁰
- Comprehensive and age-appropriate curricula⁴¹
- Strong parent involvement⁴²
- Ratios of no more than 10 children per staff member⁴³
- Class sizes of no more than 20 children⁴⁴
- Screening and referral services.⁴⁵

Creating a high-quality state pre-kindergarten program, together with substantial increases in federal investments in

early education, will help North Dakota's young children be better prepared to succeed in school and in life.

High-quality Early Education Programs Save Money

High-quality early education programs are a good investment for North Dakota. The Perry Preschool Program cut crime, welfare, and other costs so much that it saved taxpayers more than \$16 for every \$1 invested (including more than \$11 in crime savings).⁴⁶

A 2004 report from Columbia University on the cost-savings of pre-kindergarten programs found that pre-kindergarten returns about half of its original cost in later school-related savings. Researchers showed that an initial investment in a high-quality program led to savings in the range of \$2,951 to \$9,547 per child within 10 years of entering kindergarten. These savings came primarily from a decrease in the number of students needing special education and students held back a grade in school.⁴⁷

High-quality early education programs cut crime and produce academic and societal benefits. Denying these services to children results in significantly higher costs to North Dakota's justice, education, and social service systems.

Many leading economists agree that funding high-quality early childhood education is one of the best investments government can make. An analysis by Arthur Rolnick, Senior Vice President and Director of Research at the Federal Reserve Bank of Minneapolis, showed that the return on the investment of the Perry Preschool Program was 16 percent

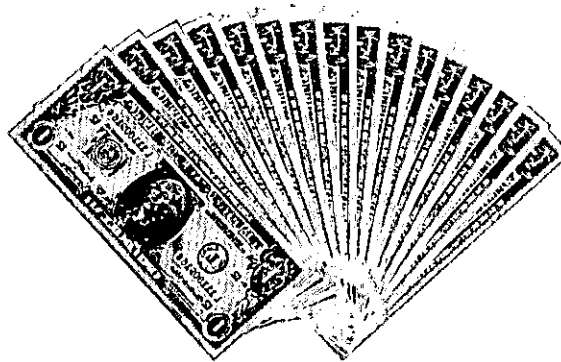
after adjusting for inflation. Seventy-five percent of that return went to the public in the form of decreased special education expenditures, crime costs, and welfare payments. Thus, an initial investment of \$1,000 in a program like the Perry Preschool is likely to return more than \$19,000 in 20 years.⁴⁸ William Gale and Isabel Sawhill of the Brookings Institution maintain that investing in early education provides government and society "with estimated rates of return that would make a venture capitalist envious."⁴⁹

QUALITY PRE-KINDERGARTEN SAVES MONEY

Taxpayers, victims, and participants saved over
\$16 for every \$1 invested in the High/Scope Perry
Preschool program.



For every \$1 invested



Over \$16 was saved

Schwemhart, et al., 2005

High-quality Early Education Programs Still Unavailable to Many Young Children in North Dakota

North Dakota manages a patchwork of federal and state funds to provide early education programs. Yet, due to a lack of funding, high-quality early education programs are currently unavailable for most of North Dakota's children.

Head Start is the federally-funded national program for low-income families that provides early education services for children ages three to five. In 2007, North Dakota served 2,827 children in *Head*

Start, using entirely federal funds.⁵⁰

The Child Care and Development Block Grant (CCDBG) is the principal source of federal funding for child care assistance. States are required to provide matching funds and can use these resources to help low-income families pay for early education and after-school services while parents are employed, attending educational or training programs, or looking for work.⁵¹ Though the system was designed to help all eligible children by providing assistance, inadequate funding allows only a fraction of children to be served. Nationally, only

one in seven eligible children are receiving CCDBG subsidies.⁵² Federal CCDBG funds provided to North Dakota helped approximately 3,800 children in 2007.⁵³

With Governor Hoeven's leadership, North Dakota plans to create a new pre-kindergarten program. As part of the 2009-2011 budget, the Governor has proposed \$3.5 million for the new pre-k program. The proposed program is still under development, but early plans have called for a half-day, two-day per week preschool program to serve a projected 7,000 4-year-olds. Representative RaeAnn Kelsch, Chair of the House Education Committee, has introduced legislation to establish the state's pre-k program.

The need for pre-kindergarten in North Dakota is substantial, since most young children are not served by publicly-funded programs. In the 2006-2007 school year, 80 percent of North Dakota's 3-year-olds and 71 percent of 4-year-olds were not enrolled in Head Start or a special education preschool program.⁵⁶ Many parents cannot afford to pay for private preschool or quality child care settings, and some can only afford to put their children in a lower-quality setting which may not adequately support children's development and learning. A year of quality early education costs an estimated \$7,384.⁵⁷ This is more than the annual tuition of \$5,722 at North Dakota State University.⁵⁸ Parents need help paying for high-quality early education.

New investments in early education programs are essential to ensure that young children in North Dakota have access to high-quality early education in order to prepare them for success in school and life, and to help prevent future crime.

Conclusion

In 2007, over 900 violent crimes were committed in the North Dakota.⁵⁹ Despite the best efforts of law enforcement, this pattern will continue unless serious measures are also taken *before* – not only *after* – crimes occur.

It's time to invest in what works to prevent crime. The evidence is clear: high-quality early education programs

are crucial to reducing crime. That is why the North Dakota members of FIGHT CRIME: INVEST IN KIDS are calling on elected leaders to provide all children with affordable access to high-quality early education.

North Dakota is poised to take important first steps toward providing quality pre-kindergarten programs for its young children. Without access to early education, many of North Dakota's children will continue to be denied the opportunity and lasting benefits of early learning programs. This compromises the futures of these young children and threatens the public's safety. Additional state and federal funds are essential to ensure that North Dakota's young children have access to high quality early education in order to prepare them for success in school and life, to increase economic prosperity, and to prevent future crime. Investments in early education are investments in the quality of life for all of North Dakota's children and families.

Endnotes

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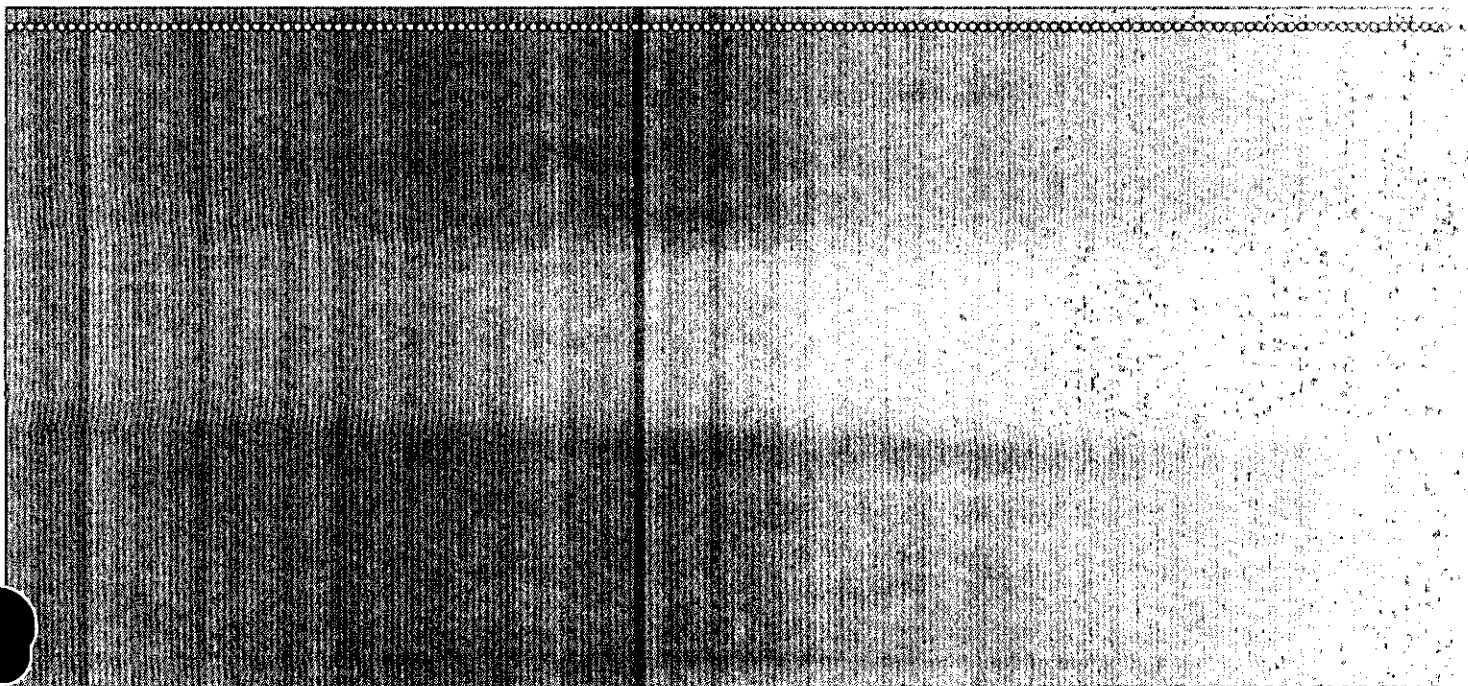
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Testimony
House Bill No. 1373-Senate Appropriations Committee
Senator Ray Holmberg, Chairman
March 21, 2011

Chairman Holmberg, members of the Senate Appropriations Committee, I am Keith H. Gustafson, Director of Special Education for the Northern Plains Special Education Unit in Crosby. Thank you for this opportunity to provide testimony to House Bill 1373 designed to appropriate moneys from the general fund in the state treasury to the Department of Human Services for the purpose of providing grants to federally designated Head Start programs in this state.

I have been the Director of Special Education for a very rural population of school districts in the northwest corner of the state for the past 19 years. Serving in that capacity, I have witnessed first hand the devastating impact of poverty, limited stimulation in home environments, and the impact of crisis situations on families and the young children in those homes. Most of the communities that I serve have no private or public preschools and in many cases no licensed childcare facilities. The children are often cared for by extended family members or "babysitters" providing unlicensed childcare. Many of these children enter kindergarten with absolutely no preschool experience, unprepared to learn, and lacking in the necessary language, attention, and social skills to succeed in the school setting.

Since part of my job is to identify and locate young children (birth to age 5) who are disabled or "at-risk" to fail in school, I have worked hard to establish local early childhood teams of professionals (referred to as Village teams) in each of our school district communities to provide screening and assessment services for young children listed on the school districts census. We have established a network of programs including in-home screening programs, a computer based tracking program, and collaborative agreements with other service providers in the communities served by our Village Teams. The most frustrating component of this mission is to identify a very young child who resides in an "at-risk" home and then not be able to identify or arrange appropriate intervention services for the child. All of the communities that I serve are geographically located 50-100 miles from a regional center so all services including medical, social support services, and developmental disabilities can be referred to the regional Infant Development Programs in Minot, Devils Lake, or Williston, there are just no services for the young children who are mildly at-risk or environmentally at-risk. The sad part of this dilemma is that this is the group of children for whom early intervention can literally offset the impact of risk factors and prevent subsequent school failure and placement in special education.

One of the agency advocacy strategies that I have used over the past 20 years has been to lobby for regional Head Start programs to begin addressing the needs of our rural populations through expansion efforts. The data on the efficacy of Head Start is compelling. I have a Power Point presentation that shows that through the early intervention services provided by Head Start, the incidence of placements in special education can be reduced by 25% and that society will realize a conservative estimate of a 25% reduction in crime. The data shows that Head Start graduates do significantly better in school, have a higher graduation rate, have far fewer criminal arrests, and receive significantly higher grades in school in all areas including verbal abilities, intelligence, reading, math, and social skills. My collaborative efforts with Head Start have been successful in the communities of Lignite, Stanley, Mohall, and Bottineau. The Minot Head start has been extremely responsive to our plight and has done everything possible to secure expansion grants to serve our rural communities.

Obstacles to this strategy have been limitations in federal Head Start expansion funds over the years, willingness of regional Head Start programs to establish the rural areas as a priority since many of our regional programs have lengthy waiting lists, and the income guidelines for eligibility. I still do not have a Head Start Program in Divide County. Other school districts (communities) with at-risk preschoolers who would receive significant benefit from a Head Start classroom are Powers Lake, Bowbells, Westhope, and Newburg. In each of the communities cited we have 3 and 4-year-old children who are at-risk and have no appropriate community based services. Another program with proven effectiveness is the Early Head Start Program. Although I have provided consultation to the Early Head Start Program in Minot for several years, I have been unsuccessful in securing out-reach Early Head Start services in any of our communities. I spent an afternoon in one of the school districts and met three delightful "at-risk" children. One little boy was removed from his natural home because of meth use and has been placed with his grandparents. He is a meth baby and has all the reported characteristics including emotional adjustment difficulties. Another young child, age 3, is distraught and emotionally unstable because of living in an under-stimulated home environment and then losing his single mother in a car accident and being placed in a different home with people he didn't know. After one year, he began adjusting to his new life with his grandparents and then at age 4 lost his grandfather from a heart attack. This young man is now back at the starting point. These young boys, and countless others, will fail upon entry into kindergarten if appropriate preschool experiences such as are afforded by Head Start are not made available.

The future of our nation is at risk if we do not reverse the current downward spiral of allowing the increasing impact of poverty and social deprivation to impact the lives of our future. Allowing this to happen does not make good fiscal sense. In the Power Point presentation that I have on *Efficacy in Early Intervention*, I have shown the saving that society can realize if investments are made in early intervention. Using a conservative estimate of 25% reduction in placement in special education and 25% reduction in incarceration, the savings to the citizens of North Dakota would be very significant.

- The legislature budgeted approximately \$60.5 million for the 2009-2011 biennium for excess special education costs. Based on an anticipated 25% reduction in special education, the savings to the state would amount to approximately \$15.1 million per biennium or \$7.55 million per year.
- The North Dakota legislature budgeted \$235 million dollars for the Department of Corrections and Rehabilitation for the 2009-2011 biennium. Based on an anticipated 25% reduction in crime as the result of early intervention, the savings to the state would amount to \$58.7 million per biennium or \$29.4 million per year.

Although the current bill under consideration is asking for \$3 million dollars per year, this is a very conservative request considering that it is being requested for a program that has the potential to save the citizens of North Dakota \$36.7 million dollars annually. I know of no other investment that provides such a high rate of return. The only concern is that we have to wait 5-10 years to realize our savings. But it is a very sound investment in the future of our children and our state.



CALL FOR ACTION – HB 1373 – STATE FUNDING TO EXPAND HEAD START
ENROLLMENT

5

Good Morning Chairman Holmberg and Members of the Senate Appropriations Committee,

My name is Sharon Hansen and I am the Director of the Community Action Partnership Head Start program serving the eight southwestern counties of North Dakota. I am here today testifying in support of House Bill 1373.

Dr. Jack Shonkoff, Director of the Center of the Developing Child at Harvard University said, "The Foundation of a Successful Society Is Built in Early Childhood." His research found:

- Strong association between children's cognitive skills before they enter kindergarten with achievement in elementary and high school.
- High school completion can even be predicted based on general cognitive ability in the preschool years. (National Research Council and Institute of Medicine. 2000, *Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, D.C.: National Academy Press.)

We are at a unique crossroad of unprecedented economic development and we have an incredible opportunity to invest in North Dakota's future. We all take very seriously our responsibilities as stewards of our state's resources while building the infrastructure critical to sustain our economic viability. We must not forget that a critical component of that infrastructure is the well being of our youngest citizens.

I have passed out a letter from Dennis Johnson, Chief Executive Officer, TMI Corporation who has stated:

The Dickinson community is experiencing a significant impact from the oil development in Western North Dakota. All indications are that the magnitude of this impact will continue to escalate. On balance oil development is good for Western North Dakota and Dickinson. However, it is not good for the most vulnerable citizens, the elderly on fixed income and the very young whose parent(s) may not be employed by the oil industry. Living expenses are high in Dickinson especially housing. Head Start early education provides an opportunity for the vulnerable young to be more successful in life.

Families moving into our state for employment are seeking high quality services for their children. One of those services we are asked about time and time again is, "Where are your preschools?" Families have demonstrated a range of emotions when told they must find and pay for a private preschool if one exists in the area they live and they can afford the tuition or face the realization that they will not be able to provide their preschool child with a true "head start".

North Dakota preschool children are less likely than other children in our nation to attend early education programs. Early childhood special education and Head Start programs serve only 25% of 4-year old children and 17% of 3-year old children in North Dakota (*The state of preschool: 2009 State preschool yearbook*. New Brunswick, NJ: Rutgers, The State University of New Jersey, National Institute for Early Education Research.)

The 809 families on the Head Start wait lists across North Dakota do not have the economic means to pay for preschool tuition. These children enter school at risk for achieving the high standards all schools are being held to. Children in the lowest socioeconomic group have average cognitive scores that are 60% below those of the most affluent groups upon entry into kindergarten. Studies have shown that the achievement gap between disadvantaged and advantaged children widens as they move through school in spite of extra tutoring, summer school, or special education services that require significant state and local funding. (Davison, et al., 2004).

We have a classic case of "Pay me now or Pay me later" developing before our eyes. The national cost of failing to provide at least two years of early childhood education has been estimated at \$100,000 for every child born into poverty. Comprehensive preschool programs like Head Start improve early learning and development while decreasing school failure, crime, and delinquency. Economists have estimated a 25% savings from a reduced need for special education and services from the criminal justice system. (Committee of Economic Development. 2006. *The Economic Promise of Investing in High-Quality Preschool: Using Early Education to Improve Economic Growth and the Fiscal Sustainability of States and the Nation.*)

Here are some troubling facts:

- 1 of 6 U.S. children faces a developmental disability problem before age 18.
- Fewer than 50% are identified before they start school.
- Total costs of services begun at birth were \$37,273.
- Total cost between \$46,816 and \$53,340 if services were not begun until age 6. (Barbara Gebhard, Zero to Three, 2009)

Approximately 20% children enrolled in North Dakota Head Start programs have disabilities requiring special education services. The North Dakota Head Start programs have collaborated with the local school districts in many communities to provide those needed special education services that have allowed these children with disabilities to narrow the achievement gap **BEFORE** they entered kindergarten. This has resulted in an enormous cost savings to school districts when they have not need to provide intensive special education services for the remaining thirteen years of that child's public education.

For example, during the last program year, the Community Action Head Start program was able to dismiss 12 preschool children from special education before they entered kindergarten. These children had attended Head Start for two to three years and received a comprehensive preschool learning experience, including the necessary special education services that allowed them to “catch up” to their nonhandicapped peers before they entered kindergarten.

During the last biennium, the North Dakota legislature budgeted \$60.5 million for excess special education costs. Based on an anticipated 25% reduction in special education as the result of comprehensive preschool programs like Head Start, the saving to the state could have amounted to approximately \$15.1 million per biennium.

During that same biennium, the North Dakota legislature budgeted \$172.70 million for the Department of Corrections and Rehabilitation. Based on an anticipated 25% reduction in crime as the result of comprehensive preschool programs like Head Start, North Dakota could have enjoyed a \$43.2 million savings per biennium.

In our neighboring state of Minnesota, the Bush Foundation supported the Wilder Research study. This study found that it cost the state \$42 million of per-pupil money annually because of students dropping out before graduation and another \$24.4 million annually for special education and grade repetition costs that could be attributed to children entering kindergarten under prepared.

North Dakota’s economic future depends on our children getting off to the right start. House Bill 1373 is asking for an investment in our state’s future. This investment promises high returns and has the potential to save the citizens of North Dakota \$29 million annually. Today, we would be hard pressed to find any other type of investment with that level of return. As James Heckman, a Nobel Prize winning economist has demonstrated from his work on human capital, an investment during the preschool years yields a significantly greater return than an investment during any other time of a child’s life.

North Dakota’s Head Start programs are willing to do their part in leading North Dakota into a successful and prosperous future! This morning you will hear testimony from the National Head Start Parent of the Year who just happens to reside in North Dakota and whose three sons have each attended Head Start. Kyle Adolf from Dickinson North Dakota will share not only what Head Start has done to prepare his sons for kindergarten but what Head Start has done to support him in reaching some very lofty goals. Kyle is a wonderful example of what Head Start parents do so well – He gives back to the community! On behalf of the Head Start eligible children and families across the state, I strongly urge the support of House Bill 1373.

Thank you for your time.

Head Start Research: As researchers, we offer some facts about Head Start that are worth remembering: Head Start improves the odds and the options for at-risk kids for a lifetime. Kids that have been through Head Start and Early Head Start are healthier, more academically accomplished, more likely to be employed, commit fewer crimes, and contribute more to society.

Simply put: Head Start works. It's been proven. Head Start improves the odds and the options for at-risk kids for a lifetime. Kids that have been through Head Start and Early Head Start are healthier, more academically accomplished, more likely to be employed, commit fewer crimes, and contribute more to society.

Studies of Head Start programs found that Head Start increases educational achievement: raising test scores, decreasing the need for children to receive special education services and making it less likely that children will repeat a grade.¹ Head Start graduates are also more likely to graduate from high school and attend college.²

Head Start's impact on child health is impressive. Likely because of its required medical screenings, vaccinations, and emphasis on nutrition, Head Start reduces by as much as 50 percent the mortality rates for 5- to 9-year-olds.³ A Head Start child is 19 to 25 percent less likely to smoke as an adult.⁴

Head Start parents receiving health literacy decreased annual Medicaid costs by \$232 per family.⁵

Head Start graduates are 12 percent less likely to be booked or charged with a crime.⁶ This reduction translates into savings for crime victims, local, state, and federal governments, and the American taxpayer.

National Impact Study of Head Start found that children attending Head Start made significant cognitive and socio-emotional gains compared with the control group children during the Head Start year and were in better health compared to the control group children.⁷

And it is not just the at-risk kids who benefit. Head Start and Early Head Start also provide improved parenting skills and practices.⁸ Head Start's emphasis on parental involvement contributes to the upward mobility of Head Start parents by helping to move them out of poverty,⁹ and that Early Head Start parents are much more likely to participate in job training programs and more likely to have a job.¹⁰ At a time when unemployment rate is hovering close to 10%, Head Start and Early Head Start are critical gateways to employment.

Multiple studies demonstrate that Head Start is an astoundingly smart investment. For every \$1 invested in Head Start, we get a Return On Investment (ROI) ranging from \$7 to \$9. ¹¹

Edward Zigler, Ph.D.

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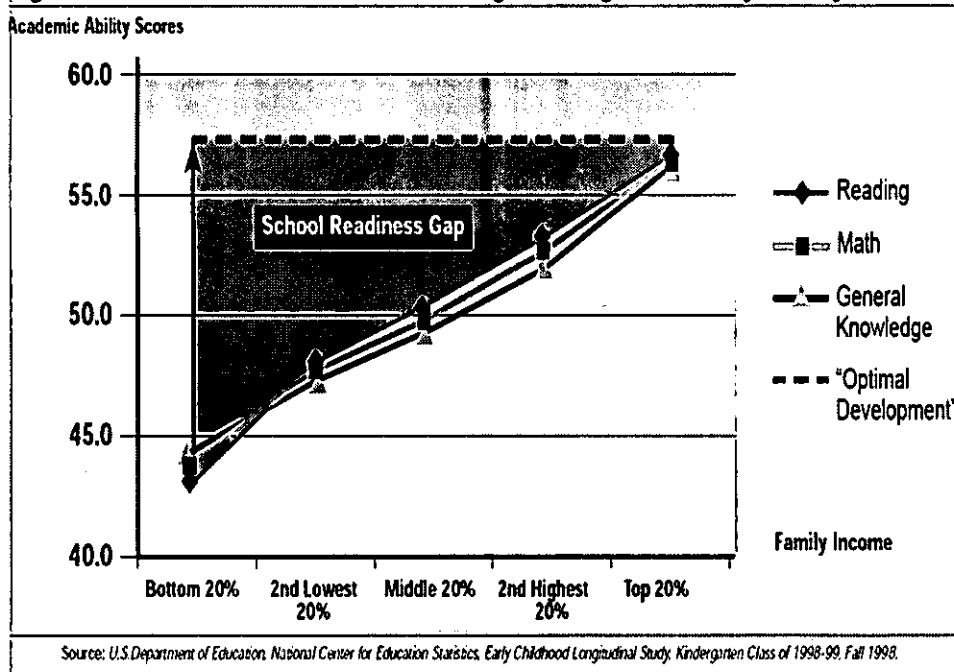
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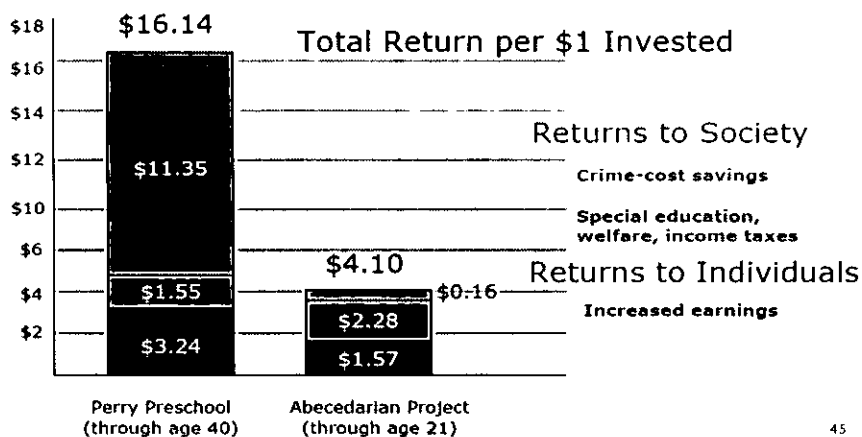
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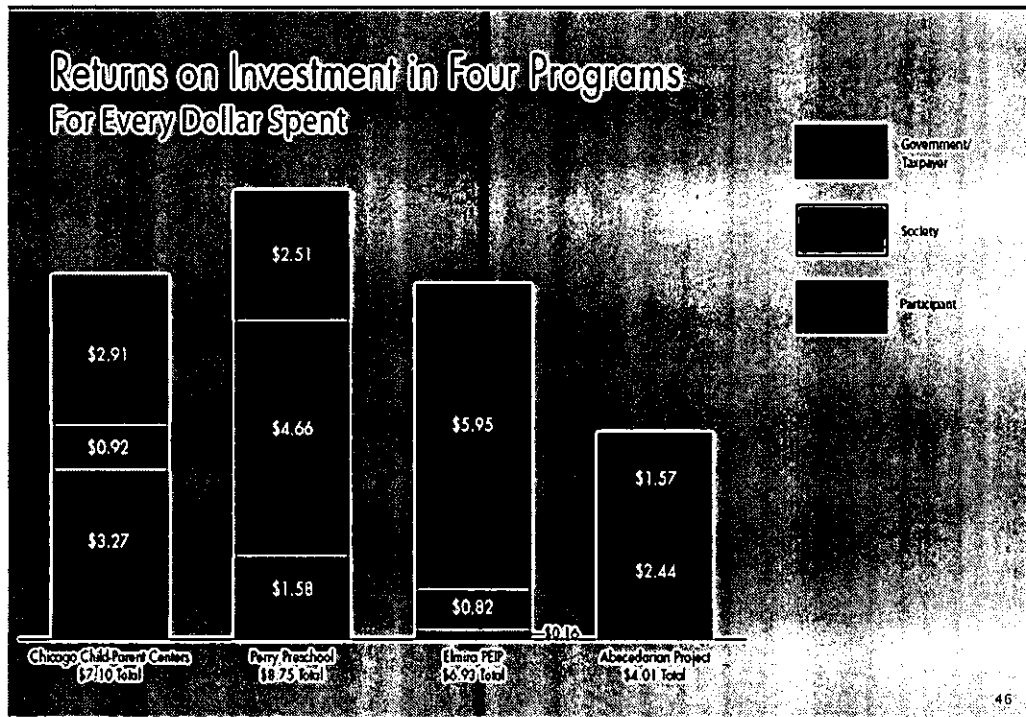
Figure 2. Academic Abilities of Entering Kindergarteners by Family Income



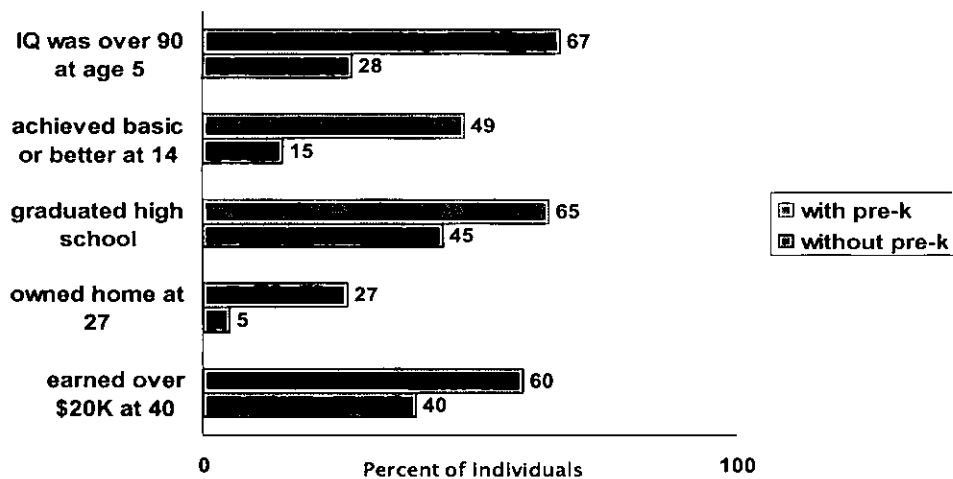
NATIONAL FORUM ON EARLY CHILDHOOD PROGRAM EVALUATION

Cost/Benefit for Two Early Childhood Programs
(Dollars returned for each dollar invested)



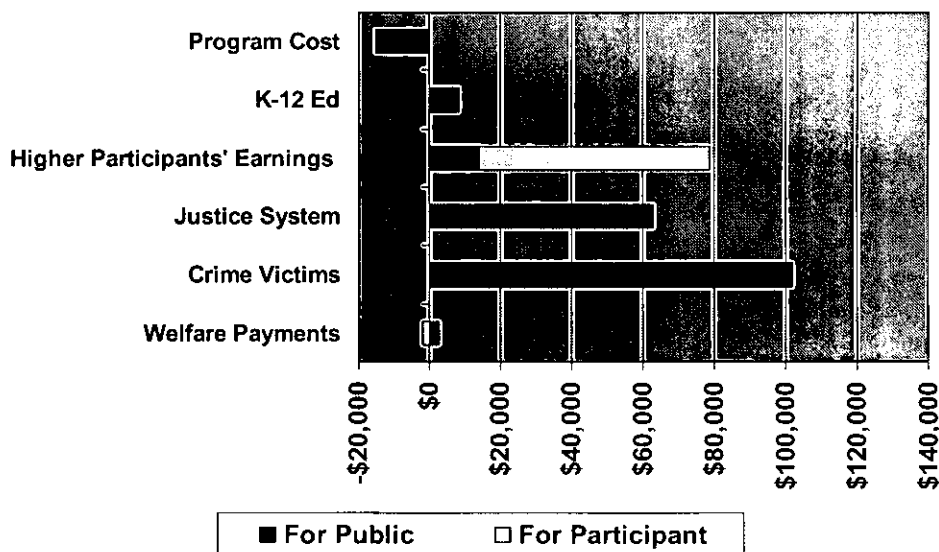


Pre-K is a gift that keeps on giving

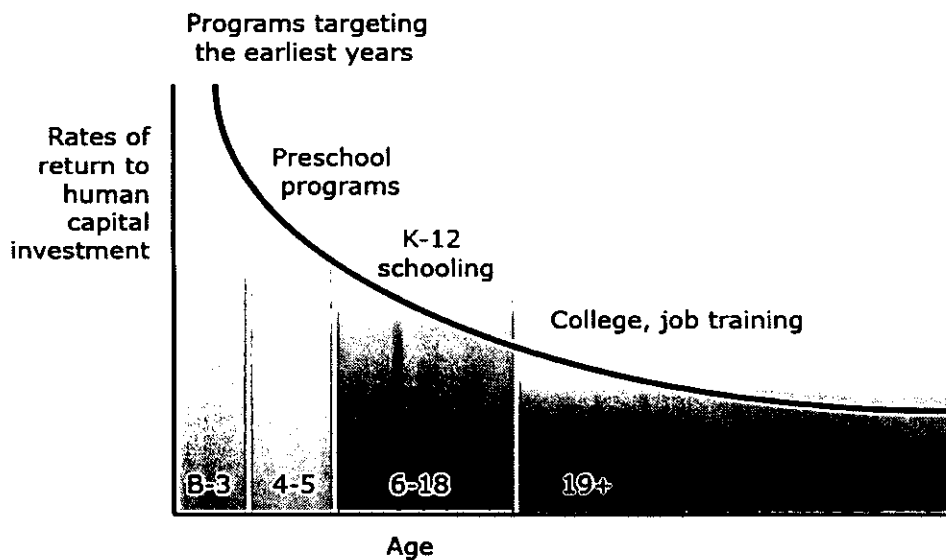


High/Scope Perry Preschool Study Through Age 40, 2004

Perry Preschool Costs and Benefits Over 62 Years

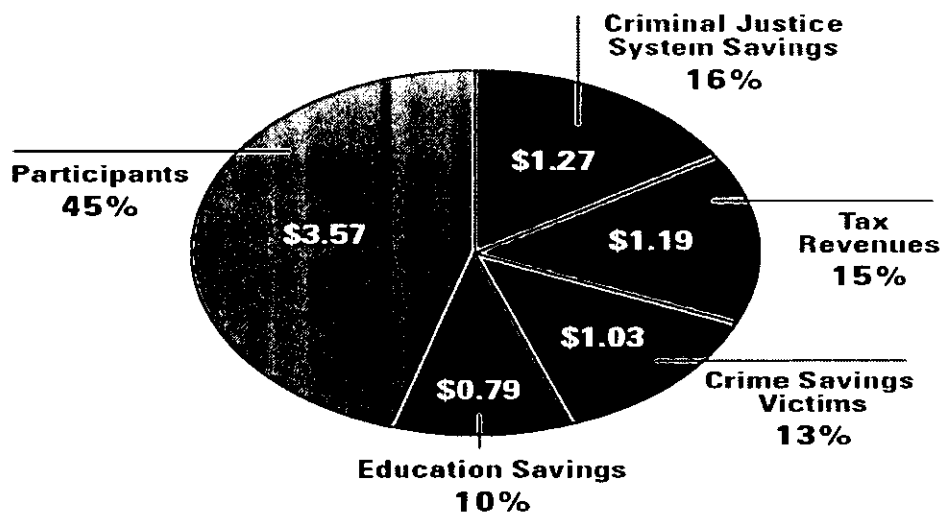


Preventive Intervention is More Efficient and Produces More Favorable Outcomes Than Later Remediation

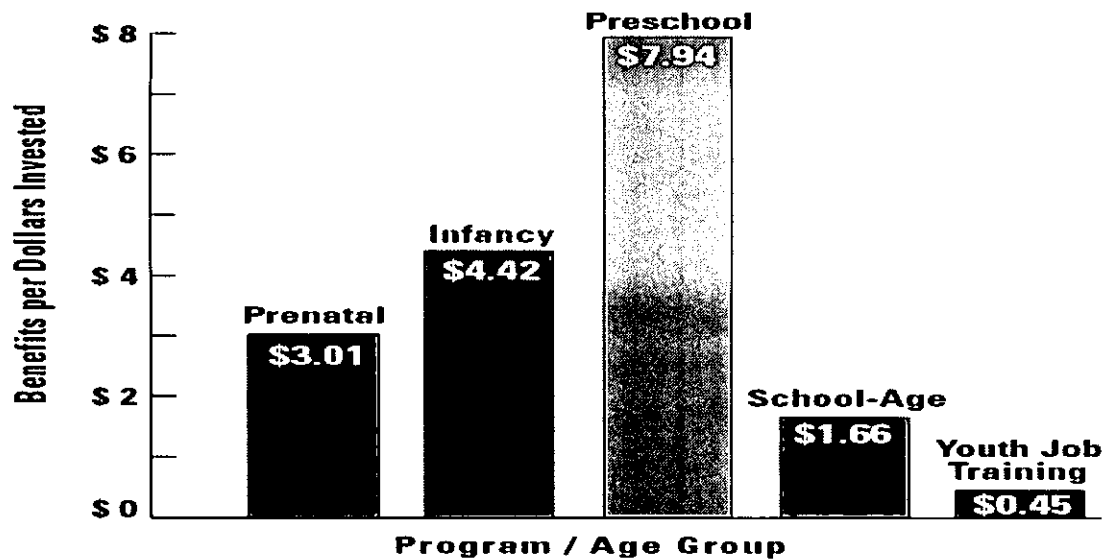


Heckman, J. (2007)

Breakdown of Returns on Investment in Preschool Programs



Returns to Investment in Programs From Infancy to Young Adulthood



Cascading Effect of Enhanced Early Childhood Education and Development: A Life Course Perspective

- Ready for kindergarten ▾
- Successful start in school ▾
 - Fewer behavioral problems ▾
 - More rewarding interpersonal relationships ▾
 - More successful learning ▾
 - Less tobacco and drug use ▾
 - Less delinquency and truancy ▾
 - Less juvenile justice encounters ▾
 - Higher high school graduation rates ▾
 - Higher rate of entrance to and completion of college ▾
 - Higher inventory and flexibility of job skills ▾
 - Better jobs ▾
 - More durable family life ▾
 - Higher income ▾
 - More upward social mobility ▾
 - Greater engagement in civic life



Better Health and Well-Being

One possible sequence of life events following early childhood experiences that are positive and developmentally promotive. Positive early childhood experiences not only have positive downstream consequences, but also may mitigate the influence of other negative factors as they occur later in life. Figure by Alvin R. Tarlov.

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TMI CORPORATION
50 South Third Avenue West
Dickinson, North Dakota 58601

TO: Sharon Hansen **DATE:** January 31, 2011

FROM: Dennis W. Johnson
Chief Executive Officer

RE: HB 1373

I am pleased to learn that you intend to testify in support of HB 1373. As a business person and Dickinson Mayor, I also support passage of HB 1373.

I have previously written in support of early childhood education legislation stating that early childhood education is sound work force development policy. It is essential that all North Dakota workers be able to compete effectively with workers from across the globe. Future North Dakota workers will be required to be better educated and have advanced skills beyond the skills of today's worker.

I remain convinced that a greater investment in early childhood education will lead to greater economic success for our children, our state, and our nation. Early childhood education is a necessary initial work force development investment.

Investment in early childhood education is sound social policy. It will lessen the future need for costly investments in special education programs, welfare programs, and in the criminal justice system.

The Dickinson community is experiencing a significant impact from the oil development in Western North Dakota. All indications are that the magnitude of this impact will continue to escalate. On balance oil development is good for Western North Dakota and Dickinson. However, it is not good for the most vulnerable citizens, the elderly on fixed income and the very young whose parent(s) may not be employed by the oil industry. Living expenses are high in Dickinson especially housing. Head Start early education provides an opportunity for the vulnerable young to be more successful in life.

I ask for the committee's support of HB 1373.

In the 1998 Reauthorization of the Head Start Program, federal lawmakers mandated that the U.S. Department of Health and Human Services fund a nationally representative and longitudinal study to determine whether Head Start works. Data collection for this National Head Start Impact Study began in fall 2002 and continued through 2006 tracking children through the spring of their first grade year. Earlier this year, the U.S. Department of Health and Human Services released the final report of this study.

Researchers from across the political spectrum have already analyzed and made interpretations of the National Head Start Impact Study's findings. In this *Dialog Brief*, Dr. Edward Zigler, one of the founders of Head Start and a child development scholar for over half a century, places the National Head Start Impact Study in proper perspective. Dr. Zigler discusses the study's methodology and the magnitudes of the findings. There are favorable impacts on parenting practices and child outcomes in the cognitive, socio-emotional, and health domains. Next, he puts the study's findings within the context of decades of research on Head Start and other preschool programs. Finally, Dr. Zigler teaches us the real lessons of the National Head Start Impact Study.

Putting the National Head Start Impact Study into a Proper Perspective

Edward Zigler¹

The National Head Start Impact Study

The release of the very brief (kindergarten and first grade) longitudinal follow-up to the National Head Start Impact Study has renewed questioning about the effectiveness of this 45-year-old program that has served over 27 million poor children and their families. Head Start's friends and foes alike do not appear to fully recognize what this study is and what it is not. Contrary to popular belief, the results were never meant to provide a definitive answer to the long-standing question of whether Head Start works. And while the random assignment design has been heralded as better than all Head Start research that has gone before, it turns out that this design actually confounded understanding of the study's results.

Head Start's many critics have interpreted this study as being a classic medical random assignment design in which the treatment group receives the medicine and the control group receives a placebo. This design characterized evaluations of older experimental programs such as the Perry Preschool that compared participating children's progress to that of children who stayed home until they reached school age. These programs were compensatory interventions meant to offset the negative results of spending the critical early years in deprived circumstances. Today, relatively few poor children stay at home until they are old enough to enter kindergarten or first grade. The majority of states offer preschool classes to at least some at-risk children. Further, welfare assistance is not as easily available as it was a decade or so

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¹ Dr. Edward Zigler is the Sterling Professor of Psychology, Emeritus and Director, Emeritus of the Edward Zigler Center in Child Development and Social Policy at Yale University.

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ago. Poor mothers are in the workforce and their children are in substitute care. Head Start is no longer the only game in town.

If the National Impact Study is not a classic evaluation of Head Start vs. no intervention or an assumed negative environment, what exactly is it? The author makes clear that the study is a comparison of Head Start with a wide variety of other formal programs as well as parent care. Unfortunately, comparing Head Start with “everything else” can tell us very little. It would be fair to predict that Head Start’s impact on school readiness is probably superior to home rearing and child care programs, as many studies have shown, but not markedly better than state preschool programs. This is an empirical issue worthy of further study. However, the Impact Study sheds little light on the matter. The value of the study would have been greatly enhanced if the control group was not treated as a hodge-podge of “everything else” but was divided into subgroups including parent care, state preschool programs, and child care. Instead, the evaluators erroneously assert that the evaluation addresses the “overall average impact of the program” (U. S. Department of Health and Human Services, 2010, p. xv). This would only be true if every single program (or nonprogram) the control children received had absolutely no impact. This assumption is erroneous on its face.

The Impact Study is obviously not an effectiveness study of Head Start but is rather a value-added comparison, as the author admits. In essence, the study is meant to assess whether Head Start has greater value than that of a variety of other treatments. Brooks-Gunn argues that this design of comparing one treatment to a collection of other treatments “is the likely explanation for the lack of sustained effects in the National Impact Study,” noting that this type of comparison “in general has not shown impacts” (2010). (See also Camilli, Vargas, Ryan, & Barnett, 2010, on this same point.) She assumes as I do that the 60% of the children in the control group who were in programs experienced adequate quality. The Abecedarian investigators reported that children in their control group who attended quality child care programs showed better scores on preschool measures of intellectual development than those reared mostly at home (Burchinal, Lee, & Ramey, 1989). A model program that used a broader value-added design was the Chicago Child-Parent Centers, which makes its findings more impressive than those of the Perry Preschool, where the control group had no intervention at all.

Complicating the matter further is that the groups in the Impact Study were badly contaminated. The intent-to-treat design included a relatively large number of children in the Head Start group who never attended the program (17% of the 3 year olds and 14% of the 4 year olds). The intended design for the control group was that children could experience any intervention but Head Start in the first year (although the 3-year-olds controls could enroll in Head Start in the second year, which many did). However, many of their parents voted with their feet and enrolled their children in another Head Start center that was not part of the study. Thus 18% of the 3 year olds and 14% of the 4 year olds in the supposed control group actually attended Head Start. Those implementing the study attempted to correct for both the crossovers in the control group and the no-shows in the Head Start group through statistical procedures, never a totally satisfactory course of action. For example, parents motivated enough to hike across town to enroll their child in another Head Start center might be much more committed to their child’s education.

Another factor that may have contributed to group contamination has received no attention. The author served on the oversight committee for the National Impact Study, a position that gave him the opportunity to speak directly with the contractors. He learned that they were hampered by having fewer children on the waiting lists than had been anticipated. (Wait-listed children were assigned to the control group.) One obvious reason is that the Head Start recruiters were understandably reluctant to beat the bushes to recruit more families than they knew they could serve. The contractors also complained that some Head Start directors were finding ways to circumvent the random assignment. We must remember that Head Start providers do not serve scientists but real people with real needs. For decades Head Start has been charged with enrolling the children and families with the highest risks. This mandate may have lead to a higher proportion of children at high risk being in the treatment group than was planned and a resulting “less needy” control group who were placed on the wait lists. Countering this is Russ Whitehurst’s view that only the better Head Start centers were used in the study, so the children who attended should have had more robust outcomes even if they were at higher risk (personal communication, April 8, 2010). He reasons that only Head Start centers with expected sizable waiting lists were used.

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and better centers have a greater likelihood of having long waiting lists.

Differences within and between the Head Start and control groups are just one reason why the longitudinal follow-up of the Impact Study should not be treated as a test of the value of Head Start. The program's value should only be assessed against the goals that have been set for it. Since its inception Head Start's purpose has been to prepare poor children for school. Over the years scientists, policymakers, and the public have developed unreasonable expectations that Head Start should raise IQ scores, lift children and families out of poverty, and close the achievement gap between poor and more affluent children. Congress tried to quell this practice in 1998 by mandating the singular goal of improved school readiness. Measured against this outcome, Head Start is certainly a success. Although the initial findings of the Impact Study were not as robust as hoped, they clearly indicated that by the end of the Head Start experience children were more ready for school entry than those in the control group (Ludwig & Phillips, 2007; Yoshikawa, 2005).

Of course, although there are positive post-Head Start effects, they are not nearly of the magnitude found for such programs as the Chicago Child-Parent Centers, the New Jersey Abbott Centers, and the Oklahoma state prekindergarten. It makes sense that the greater the immediate post-preschool effects, the greater the size of sustained effects. We should not ignore the repeated finding that the benefits of any preschool intervention are never completely maintained once a child has entered formal schooling. Barnett (2010) has reasoned this is not so much a "fade-out" phenomenon as it is a "catch-up" phenomenon in which the control group children catch up to the intervention group once they enter school and are exposed to academic training. Brooks-Gunn (2010) presents confirmatory evidence on this point. Given the widely found but modest impact immediately after the Head Start year, the standard diminution of this benefit as children progress through school generates the prediction that the kindergarten and first-grade results of the National Impact Study will be positive but small in size. This is exactly what was found.

There is another obvious reason why the Head Start children in the Impact Study displayed few sustained effects during kindergarten and first grade. Even the strongest optimist would not expect the benefits of preschool to be permanent. Head Start can only prepare children for school. Once the schools take over it is their responsibility to keep the momentum going. There is considerable evidence that

following Head Start poor children go on to poor quality schools (Lee, Loeb, & Lubeck, 1998). Kate Walsh, president of the National Council on Teacher Quality, called it "a scandal of monumental proportions that there were two distinct school systems in the U.S., one for the middle class and one for the poor" (quoted in Thomas & Wingert, 2010, p. 26). There is a body of evidence that the benefits that accrue to Head Start children are indeed more lasting when they attend high-quality elementary schools (Magnuson, Ruhm, & Waldfogel, 2007; Reynolds & Hayakawa, 2010). Examining the same issue, Holod, Gardner, and Brooks-Gunn (2010) found sustained effects through the third grade with the effects being more pronounced for poor children who attended more affluent schools. (A few Head Start children in the National Impact Study did go on to better schools, and their data should be examined.) Findings from the Chicago Child-Parent Centers also provide convincing evidence of enhanced preschool effects when treatment is followed by good quality schooling (Reynolds & Hayakawa, 2010). Evidence that poor schools attenuate the gains accrued from preschool intervention was provided by Zigler, Pfannenstiel, and Seitz (2008). In this study poor children whose parents had received 3 years of home visiting services and who then attended a 2-year preschool program were found to be equivalent to middle-class children on a comprehensive school readiness measure. However, 3 years after school entry the poor children had fallen behind. It would be unfair to hold Head Start responsible when its graduates lose their advantage once they attend failing schools. It is also unreasonable to expect that a brief preschool experience will have more power over children's academic fate than their experiences in elementary schools, which have them a lot longer than Head Start does.

A related issue concerns the length of treatment. The Impact Study assessed outcomes after less than 9 months of Head Start enrollment (U. S. Department of Health and Human Services, 2010). Reynolds and Hayakawa (2010) pointed out that no one should expect enduring effects from a program that is less than 9 to 12 months in length. After the initial year of the Impact Study, all the 3 year olds in the Impact Study were given access to Head Start. Thus in the 3-year-old cohort half of the control group attended Head Start when they turned 4 years old, and over 70% of the children in the Head Start group returned for a second year. Yet the investigators did not assess the value of having 2 years of Head Start. Instead they assessed the value of having access

Putting the National Head Start Impact Study into a Proper Perspective

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to the program at a younger age. This research question somewhat defies interpretation, but at least the data on 2 years of attendance exist and can be mined in the future.

Beyond the Impact Study

The National Impact Study was widely heralded as the best longitudinal study of the effects of Head Start to date. It is certainly better than much earlier work, but, as we have seen, it is far from a perfect assessment. And even if it was, it would be wrong to treat the results in isolation. Barnett wisely reasons that “New studies don’t simply obviate everything that has gone before” (2010). He correctly argues that the National Impact Study must be interpreted within the context of the entire 45 years of research that have now been conducted on preschool intervention.

Countering the weak effects found in the longitudinal follow-up of the National Impact Study, much evidence exists of the benefits of Head Start. Indeed, some of this evidence is provided by the original findings of the Impact Study itself, when the children were tested immediately following Head Start. These results are harmonious with Currie’s (2001) description of the literature as clearly showing that the school readiness achieved by Head Start children is greater than that achieved by children attending more typical child care centers or family day care homes. At a congressional Science and Public Policy briefing, Steve Barnett (2002) also summarized the data and concluded that Head Start children have higher achievement test scores and that the program has favorable long-term effects on grade repetition, special education, and high school graduation. Consistent with Barnett’s conclusions, Garces, Thomas, and Currie (2002) found that Head Start graduates not only had less grade retention and greater educational achievements, but they exhibited less criminal behavior when they were young adults. Specifically, Head Start was associated with a reduction in the chance of being arrested by approximately 12 percentage points. This results in huge dollar savings. A great deal of the cost benefits reported for model programs such as the Perry Preschool were due to less criminal justice and victim costs. There is enough evidence to date to indicate that Head Start too is a cost-effective program. On the basis of the findings of the National Impact Study immediately after Head Start, Ludwig and Phillips concluded that the small positive effects found at the end of Head Start would be “large enough to generate long-term money value benefits that outweigh program costs” (2007, p. 6).

Further evidence that Head Start is a sound program when assessed by its dollar benefits vs. its dollar costs came in a report by the Harvard economist David Deming. He concluded that Head Start’s benefits were “about 80% as large as model programs such as the Perry Preschool (2009, p. 111). (In a personal communication, Barnett, April 6, 2010, has questioned Deming’s conclusions.) The point is that Head Start produces benefits that more than cover its costs. It may not have huge returns like the Perry Preschool and the Chicago Child-Parent Centers, but it costs considerably less. A reasonable conclusion is that Head Start is not as good a program as the models, nor can it be at its current level of funding. However, it still produces a fair bang for the buck.

This conclusion too has some support from the Impact Study. A broad consensus among scholars now exists that high-quality preschool interventions result in improved performance both in school and later in life (National Forum on Early Childhood Policy and Programs, 2010; Resnick & Zurawsky, 2005; Zigler, Gilliam, & Barnett, 2010). The National Impact Study makes clear that Head Start is simply not a high-quality program, but this same evidence also indicates that neither is it a low-quality program. The original findings of the study show that Head Start is superior the alternatives available to poor children in America. For example, the gap in reading skills between Head Start attendees and the national norm was only half as great as that found for the control group. Barnett too notes that “While the Head Start program is not of the quality of the model programs” it is better than many other programs poor children attend (2010).

One choice that is increasingly available to poor children is state prekindergarten programs. Barnett and the author agree that Head Start is superior to some state programs but inferior to others, e.g., Oklahoma and New Jersey. This calls into doubt the recommendation of Haskins and Sawhill (2010) who used the National Impact Study to argue that Head Start should be transferred to the states (an effort that was pursued by the George W. Bush administration). Another weakness in this proposal is that roughly some dozen states have never taken the initiative to mount preschool programs for at-risk children. This lack of commitment does not hold promise that they will suddenly roll out programs better than Head Start should devolution take place.

The critics have also ignored the one area where the Impact Study follow-up discovered clear benefits of Head

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Start. Children in the program had markedly better dental health and less robust but important other health benefits. The nation has never fully appreciated the benefits accruing to children just from the health component of Head Start. For example, Nisbett (2010) reported that during the early school years graduates of the Head Start program die at dramatically lower rates than comparison children. This is consistent with the findings of Ludwig and Miller (2007), who discovered lower mortality rates for Head Start children ages five to nine from causes that could be ameliorated through the program's health services. Love, Tarullo, Raikes, and Chazan-Cohen (2006) also emphasized the poor health of entering Head Start children and the program's value in improving their health status. One aspect of health is nutrition, and Head Start's nutrition component has clearly led to less obesity in participating children (Frisvold, 2007). This finding led the noted authority on the current epidemic of obesity, Kelly Brownell, to comment, "It looks like being in Head Start might be a more powerful means of reducing obesity than any other program specifically designed for that purpose." (personal communication, May 7, 2008).

Obesity was not examined in the Impact Study.

Also overlooked by critics is the fact that approximately 12% of the children enrolled in Head Start are children with disabilities who often have special health needs. The Harvard group's evaluation of the National Impact Study notes that the subgroups of special needs children and children living in rural areas had more robust outcomes than the average for the total group (National Forum, 2010). Many other scholars have now documented the many accomplishments of Head Start in regard to physical health, dental health, and nutrition (Hale, Seitz, & Zigler, 1990; O'Brien, Connell, & Griffin, 2004; Zigler, Piotrkowski, & Collins, 1994). It is sad but somewhat traditional that the Impact Study's findings of health benefits were overshadowed by the disappointingly smaller effects on cognitive skills.

The Real Lessons of the National Impact Study

The longitudinal findings of the Impact Study read against the total literature on early intervention provide real direction that decision makers must take if Head Start is to fulfill its potential. The critics of Head Start who have focused on the study's findings of weak effects have chosen to ignore one of the major purposes of the project. Quoted in the follow-up report is the directive from the advisory committee that developed the blueprint for the study: "The research

and findings should be used in combination with the rest of the Head Start research effort to improve the effectiveness of Head Start programs for children and families" (U. S. Department of Health and Human Services, 2010, p. xvi).

The "rest of the Head Start research effort" shows that quality matters. If policymakers want larger and more sustained effects than those found in the Impact Study, they must improve quality so that children leave Head Start at the school readiness levels attained by graduates of the famous models. The Obama administration is already moving in this direction with a comprehensive roadmap containing a number of specific actions directed at improving school readiness and promoting long-term success of graduating Head Start children (Administration for Children and Families, 2010).

It is now abundantly clear that the single most important factor in children's classroom performance is the quality of the lead teacher and his/her daily teaching practices. Much attention is given to this in the current quality improvement roadmap. Unfortunately, the present stewards of Head Start are burdened by history. From the very beginning, Head Start's education component was weak (Barnett, 2002; Omwake, 1997; Zigler & Styfco, 2010). Part of the reason is that as a War on Poverty program, Head Start was designed to offer opportunities to poor adults. Many were hired as teachers even though they did not have any level of professional education and had no experience. Policymakers got used to the cheap labor and never provided the funds to hire more well-equipped staff. This is not to imply that Head Start has no highly qualified teachers. It has many dedicated professionals who resist the lure of better paying jobs in the public schools because they truly want to help poor children and their families get ready for school.

Congress is certainly aware of the need to improve the quality of teaching in Head Start. The 2007 reauthorization mandates that by 2013, 50% of lead teachers must have a BA degree. But why only 50%? Every lead teacher in Head Start should have a BA, and their sorry salaries must give way to salaries that match those of teachers in public schools. Only then will Head Start centers be able to compete in the current market for trained early childhood professionals.

The value of such a policy is affirmed by data from the Oklahoma universal preschool (Gormley, Phillips, & Gayer, 2008). Head Start is part of this program, so all the lead teachers must have BA degrees just like those in the rest of the public school system. The performance of the Oklahoma

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Head Start children was markedly better than that found for Head Start nationwide. Another way to enhance the effectiveness of teachers concerns group size. When Head Start began in 1965, we were proud of the 5:1 ratio of students to teachers. This is now 10:1. We have much evidence that indicates that a Head Start classroom should consist of approximately 17 children with one BA-level teacher trained in early childhood education and one assistant teacher who holds either an associate's degree or a CDA certificate.

There is no free lunch here. Quality improvement costs money, and Congress must decide whether Head Start should be a truly model program and "the pride of the nation," as it was once called, or a less than optimal program which it is now. In addition to quality issues, Head Start has many other problems that only Congress can resolve by legislative action. The most glaring is the fact that after 45 years of operation, Head Start serves only about half of eligible children. This situation will worsen now that Congress has mandated that entry into Head Start will be permitted up to 130% of the poverty level rather than at or below poverty level. This change was a long time coming, but it will increase the size of the eligible population. Unfortunately, the mandate to serve the near-poor, like the one calling for BA-level teachers, is empty because it is largely unfunded.

Other changes are likewise long overdue. The evidence is clear that the more intense an intervention is, the stronger and more lasting the benefits. Head Start would certainly be more effective if it was a 2-year program, which it still is in a few sites, rather than a single academic-year program. Yet this would be a hard change to make because it is difficult to argue that we should give some poor children 2 years of Head Start while so many others are receiving none.

The new realities of the American family suggest another structural change for Head Start. With the end of welfare Head Start parents must work. Head Start centers must move to full-day, full-year programs that provide parents the child care they need while at the same time providing their children with a longer period of preschool education. Head Start has been slowly evolving in this direction since the Clinton administration, and this movement should be accelerated.

Head Start pioneered parent involvement, and this component must be beefed-up. The program has always invited parents to be part of their child's education because they have the most influence over their child's development. In this age of the working parent, Head Start must adjust its

parent involvement activities to account for this new reality. The Chicago Child-Parent Centers also operate on the premise that parent involvement is important to promoting the child's school readiness and has in place a modern parent involvement component that could easily be copied by Head Start. Another way to strengthen the parent component is to increase the number of home visits from the current two a year—a far cry from the weekly visits that helped produce the impressive outcomes of the Perry Preschool project.

The Obama administration should be commended for viewing Head Start as one segment of a birth-to-eight system (a view the author has long espoused, e.g., Zigler & Styfco, 1998). We now know just how terribly ravaging growing up in poverty is to children's development. To offset the huge negative effects we must get away from 1-year inoculation thinking. A range of interventions is needed to alter the life chances of poor children. We should begin with a birth-to-three intervention (like Early Head Start), dovetailed with a 2-year preschool intervention such as Head Start, which in turn is dovetailed with a program through the first three grades of elementary school. The Department of Health and Human Services must work closely with the Department of Education to make such a spectrum of interventions possible.

The National Impact Study was originally conceptualized to be a catalyst for moving Head Start in directions that would be beneficial to the children and parents the program serves. The naysayers focus on the lack of robust outcomes in the array of findings. This array, however, holds many insights into what Head Start needs to do better to achieve the desired results. Since the study has already prompted a quality improvement roadmap, we can only conclude that the National Impact Study has achieved its purpose.

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NATIONAL HEAD START ASSOCIATION

1651 Prince Street

Alexandria, Virginia 22314

NHSA DIALOG *Briefs*

Spring 2010

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The National Head Start Association, an independent membership organization, advocates on behalf of the entire Head Start community and provides training and resources to Head Start programs nationwide.

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DIALOG

Briefs

Good Morning Chairman Holmberg and Members of the Senate Appropriations Committee,

My name is Kyle Adolf and I reside in district 37. I am here today to explain the positive affect the Head Start program has had on my family. Head Start has had a profound influence on my family as all three of my young children have attended and graduated from the program.

My oldest son, Sean, has been diagnosed with AD/HD and high-functioning autism. During the time he was enrolled in Head Start he was not yet diagnosed with either of these disorders but he was determined to have some sort of disability yet to be determined. I fully believe that this early detection was instrumental in paving the way for his achievements thus far dealing with these difficult disabilities both at school as well as at home. Sean is now in third grade and is receiving higher grades than I would have expected to see of someone with his special needs.

My middle son, Zachary, while having no official diagnoses, has problems with anxiety. Zachary needs structure possibly more than most his age which is not always easy to completely provide when you are a single parent. Head Start was a tremendous help in providing the daily structure that he required for his healthy development. Zachary is now in first grade, and while we are still dealing with a few issues with him, he is excelling academically.

Matthew is my youngest son and for the most part I have been able to provide Matthew with the environment he needs to be happy and develop appropriately. I cannot sufficiently express my gratitude to the Head Start program for all that they have done to help me achieve this goal for Matthew.

Now for me...I am a single, disabled father of three very special boys! I have held such titles as; Marine, Security Guard, Armed Courier, Correctional Office, and almost Law Enforcement Officer. I was about to apply myself to a career as a law enforcement officer when I lost one of my legs in an accident. Being disabled adds a whole other set of difficulties to raising children on top of just being a single parent. After my accident I no longer had any work experience that was of any use to me so I decided to enroll in college with a major in Mathematics and a minor in Psychology. Upon completion of my Baccalaureate degree I will be pursuing my Masters degree in Prosthetics and Orthotics. My ultimate aspiration is to reach the top of my field and to leave a profound mark in the field of Prosthetics/Orthotics. I also plan to keep giving back to the community. I have had the honor of being a Special Olympics Coach for ten years and I

intend to continue. I am a member of the High-Five Camp Board, a summer camp that helps youth with social/emotional difficulties develop appropriate peer, family, and community relationships. Recently I was appointed chairperson of my sons' elementary Parent Advisory Committee as well as the chairperson of the local Head Start Policy Council for the third year. Head Start has been very supportive of my college endeavors both directly to me and also with the time and effort they have put toward my children that I may not have been able to offer them on my own with my academic commitments. As if all the previous help Head Start had given was not enough, they also played an important part in me finding myself. Through becoming the Chairperson of the local program's policy council, and the enormous reinforcement from the local director I have come to realize that I was meant for a leadership position. I am not sure yet where this revelation will take me but so far I have become more confident and happy with who I am, been honored as the National Head Start Association Parent of the Year, and I have more drive and determination than ever to achieve my goals.

A few notable achievements I have been able to obtain through the support of Head Start include: induction into the Omicron-Psi Honor Society with the ultimate honor given by the society, a cumulative GPA of greater than 3.0, an appearance on the Dean's List, and the Head Start Parent of the Year Award at the state, regional, and national levels.

There is no way I could possibly give the Head Start program back anywhere near as much as they have given me. I truly wish I was able to give them more than three years of my time as Policy Council Chairperson or as a member of the North Dakota Head Start Association Board but unfortunately I cannot. I am here today to repay my gratitude to such a great program. I will attest to the fact that Head Start works.

Thank you. Do you have any questions?

Most Sincerely,

Kyle Adolf

March 21, 2011

From: JoAnn Brager, Vice President of Public Policy for the North Dakota Association for the Education of Young Children

To: Chairman Holmberg and members of the senate appropriations committee

Re: HB 1373: To provide an appropriation for federal designated head start programs in the state

My name is JoAnn Brager and I am the Vice President of Public Policy for the North Dakota Association for the Education of Young Children. NDAEYC represents approximately 400 members who work with and on behalf of children ages birth through age 8 years. Our mission is "To serve and act on behalf of the needs, rights and education of all young children."

NDAEYC supports HB 1373 to provide additional Head Start services to children and families who live in poverty or are at high risk to fail in school and we strongly support the educational investment in North Dakota's children and in the investment that is required to help them develop into productive citizens.

This appropriation is to serve the growing numbers of income eligible children on the waiting lists across the Head Start service areas. There are 2 centers in Mercer County – one in Beulah and one in Hazen – which serve a total of 30 children. There is a waiting list with 6 income eligible children, 3 over income children and 5 children with applications which have not yet been finalized. When the Head Start program was opened in 2003 in Mercer County, there were 16 children who statistically could have been receiving Head Start services. Now, in 2011, there are 44 children. The Head Start program is at its capacity of 160. Additional funding from the state could reach out and serve children like these from Mercer County.

The North Dakota Association for the Education of Young Children strongly supports educating all of North Dakota's young children. Please support HB 1373.



CALL FOR ACTION – HB 1373 – STATE FUNDING TO EXPAND HEAD START ENROLLMENT

Good Morning Chairman Holmberg and Members of the Senate Appropriations Committee,

I am writing to urge you to support HB 1373 which would provide state funding to expand the Head Start program. Head Start has made a difference in the life of my child and my family.

My name is Kari Roller, and I am the mother of a child who attended Head Start, and the mother of a child who did not have that opportunity. I am forever grateful for the opportunity my son Jayce received to attend Head Start back in 2006. I was a single mother at that time and wanting nothing but the best for my child! He attended Head Start for 2 years and enjoyed every moment of it! I was truly blessed to have been able to attend class with him on several different occasions and watch him learn and interact with his peers. He learned so much in those two years, and I would give ANYTHING for my other children to have the same opportunity that he had.

After getting married, we were no longer eligible to send my second child to Head Start, and therefore had to pay for private pre-schooling for him. I have noticed that children show much more interest in learning, when the High Scope Curriculum is used because it's not "work" to them. It was the GERMS (Goals – Experiences – Roles – Materials – Sounds) that Jayce learned from the most.



CALL FOR ACTION – HB 1373 – STATE FUNDING TO EXPAND HEAD START ENROLLMENT

Jayce is a “Star Student”. All of his teachers comment on how intelligent he is, how well behaved and how much more mature he is than most of his other classmates. We have also been told that he is a very positive role model to his classmates, and most of them look up to him. For this, I feel blessed! Jayce is an active Cub Scout in our Local Pack 116. He earned Top Salesman of Pack 26 last year, his first year, as a Tiger Cub Scout selling over \$2,600 worth of popcorn and earning a college scholarship.

I know parenting plays a role in development, but I also feel strongly that he learned a lot of this from Head Start as well. “Kind Hands, Kind Mouth, and Kind Feet” is still a rule we have at our house, thanks to Head Start!

Jayce has learned strong developmental skills that help him set goals and be able to achieve them. This is what Head Start is all about! Jayce loves to read, work on math problems, and wants to be a “doctor” when he grows up. Jadyn likes to eat snack, play with his friends, write and wants to be an “animal doctor”. It is my wish that someday, every child have the opportunity to attend Head Start, no matter, age, race or income level. EVERY child deserves a Head Start!

For the future of our children, I urge you to please support HB 1373 and make an investment in tomorrow.

Sincerely,
Kari Roller

Tim Hass
Head Start Parent
Testimony

I am writing to urge you to support HB 1373 which would provide state funding to expand the Head Start program. Head Start has made a difference in the life of my child and my family.

Our son Carson was accepted into Head Start in 2008. Carson had significant delays. We never thought Head Start would apply to us as we did not meet the low income guidelines. Carson was very anxious about new things and struggled with activities that other children had no problem with. Head Start did an amazing job of helping him overcome his fears, teaching him manners, giving him structured environment.

Head Start strives for parent involvement. As parents Vicki and I are Carson's advocates and our experiences with Head Start have helped us develop a better understanding of his educational needs.

Carson's delays were so severe that he was eligible at 2 years old to be admitted into an institution. Currently Carson is 6 and attends kindergarten where his delays are very minor and he passes developmental evaluations. Carson would absolutely not be where he is today if it were not for the Head Start Program.

Dear Senator Rich Wardner,

My name is Jon Skaare, and I am writing to you as one of your constituents. Because you are my local legislator I wanted you to hear my family's story.

In years past, when I was the State Director of the North Dakota Center for Distance Education, I testified in front the legislature as a state employee. Now, I am writing to you as a concerned citizen. You see, last March my 4 year old son, Ethan, was diagnosed with Shprintzen's Syndrome. This diagnosis comes on top of the previous diagnosis of Psoriatic Arthritis that my son received when he was six-months old.

What does this mean? It means that Ethan will experience learning difficulties and deficiencies for his entire life. It means numerous doctor visits each year. When we aren't dealing with the debilitating and crippling effects of the arthritis we have to deal with learning difficulties that are associated with the syndrome. My wife, Becky, and I constantly worry about the heart issues that can develop in children with this condition too.

Because of this, I resigned from my position in State Government so Becky and I could move closer to family. Last fall, we moved back to Dickinson, ND. I immediately enrolled him in the local Head Start program.

Ethan has made tremendous strides in his short time attending this program. I am thoroughly impressed with the program. This education institution is truly exceptional!

Becky and I understand that we have a lifetime full of challenges ahead of us. We feel blessed to have Ethan in our life, but there are times when we all need a little help. That is what the head start program is all about. They are here to help. Without it, my son, as a special needs student, would not receive the education that he deserves. We are truly grateful that this community has such a fantastic program for disabled students. I can't reiterate enough the importance of this program to help create and maintain healthy families.

I want to thank you for your support of this program. I know you will continue to show your support and I appreciate your effort to serve this community!

Sincerely,

The Skaare Family: Jon, Becky, Austin, Ethan, and Sierra Skaare

Dear Senator Rich Wardner,

January 4, 2011

My name is Paulette Grady. I am one of your constituents, and since you are my local legislator, I wanted you to hear the story of my family's experience with Dickinson Community Action Head Start program during the 2009-2010 school year.


The services that the Community Action Head Start provided have helped my family immensely; my husband and I became foster/adopt parents July 2, 2009. Our son age three at the time did not talk at all, working with the specialists at the Head Start for over a year now, he is almost caught up to other children his age. We felt completely helpless at the time and went to the Head Start for help. He now speaks in full sentences and can write his name.

Both our son and daughter both go to the Community Action Head Start and are doing fantastic. Our son uses the services of the speech pathologists and has the rest of his needs met with the other specialists that are at the school, we now have the skills to continue working with our son to meet his needs in and out of school.

We are grateful for the services that the Community Action Head Start provides in our community and wanted you to hear about our success.

Thank you and have a wonderful legislative session.

Sincerely,


Paulette Grady

Dear Representative Shirley Meyer,

My name is Heather Eckert and my husband and I have had the pleasure of sending our children to the Dickinson Head Start program for an accumulated total of 5 years. We are raising 4 wonderful children together with the help of Head Start. My oldest son, Brodie (8), and his sister Sophie (6), both attended for two years and Elsie (4) is now currently attending. We hope to be able to send our last, Gradie (2) when he's of age.

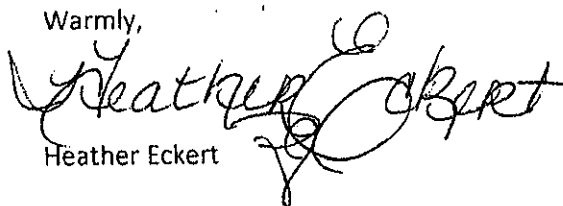
I cannot say enough positive things about our Dickinson program. Parenting is a challenging job, but the teachers and staff at our Head Start have helped us through much of it with their constant attention to the details of our children's needs. Each of our three children has had an exceptionally positive experience. To give you an idea of the relationships that are fostered in the classroom, let me tell you about our son. When Brodie first started at Head Start he was at the very impressionable age of three. He had a bear named Flower and they were inseparable. Brodie's teacher, Jodi, and her classroom helpers wanted him to feel comfortable and enjoy school, so they all treated Flower like one of their own. Flower ate lunch with Brodie and played on the carpet with him and the other children. He rode home on the bus every day. Flower is still with us, to this day. Thanks to his teachers at Head Start, he was able to make a smooth transition from home to school, which was not only a comfort to him, but to his father and I as well.

Not only did the teachers at Head Start foster Brodie's emotional growth, they also nurtured his love of reading. By working with him individually, challenging him with new concepts, and helping us, as parents, set goals for him, Brodie thrived in school. He is now in the middle of second grade and reading at a 5.8 grade level. He scores greater than 99% of students in his grade nationally. I firmly believe that Head Start is responsible for a huge portion of Brodie's success in school.

Our girls, Sophie and Elsie, have also flourished in the very same way in the Head Start environment. We are particularly delighted with Elsie's love for her school and her teachers. She's always coming home with a story about something exciting she did or learned that day. What a joy it is to see our four year old beginning to read, singing songs she learned at school, and asking us questions about the world around her!

My husband and I came to the decision early on that I would stay home to raise our children. As a result we live on a small income, and wouldn't have been able to afford the type of quality education and experiences that Head Start provides. Our family is very important to us. Head Start has been like an extension of that family. The teachers and staff there have treated my children with respect and care and we couldn't have asked for a better beginning to their education. We are so very grateful for our Dickinson Head Start and we hope that you understand what a blessing they have been to our family. Thank you for taking the time to read our story.

Warmly,


Heather Eckert

Dear District 37 legislator,

Our names are Marcus and Lisa Lewton and we are two of your constituents. We both work and live in the Dickinson area with our two sons, Thomas and Samuel. Lisa is a pastor at St. John Lutheran Church and Marcus is the Director of the Roughrider Area Career and Technology Center. Since we live in your district, we wanted you to hear our Head Start story.

Our son, Thomas, currently attends the Head Start program in Dickinson. Thomas is a tall, skinny red-headed boy who loves to play in the dirt and has an imagination as big as the North Dakota sky. He spends four mornings a week at Head Start. When he is not at Head Start, he is playing legos, building forts, pretending to be a superhero, and of course fighting with his younger brother, Sam. Thomas is as normal as any boy, but at an early age was diagnosed with apraxia, a speech delay.

At the age of three, Thomas probably had a dozen words in his vocabulary and communicated with signs for most of his needs. As you can imagine, this influenced everything from Thomas's socialization to his self esteem. Parenting was not easy for us, and what happened next without a doubt made our lives much better. At age three, Thomas was welcomed into a second family; the wonderful people at Head Start. I use the term *family* because that is what it feels like for Thomas when he is at "his school". From the director, Sharon Hanson, who welcomes kids in the morning by name, to the office people who know us and our occupations, to the speech pathologist, Kelly Beckman, who researches and sends home homework for mom and dad, to Kathy Bacon, who is Thomas' teacher, who no doubt was blessed by God with a gift to teach. Everyone at Head Start makes Thomas feel like he is special and part of something bigger.

We wish we could tell you one specific story that could illustrate everything these wonderful people have done for our son, but we can't. We don't know words that can explain how a boy who was once trapped in a world without words and can now communicate with his friends might feel. We can't put to words the relief we have as parents, knowing that our boy may lead somewhat of a normal childhood, because forty some people at Head Start chose to change the lives of little children in need.

Head Start has been a gift to our family and a gift to the community. Every day Thomas becomes a little better at speaking. Every day Thomas learns new skills to prepare him for a typical kindergarten classroom. Every day Thomas surprises us with a new sound, word, or a new name to call his brother! Every day we are blessed to have Head Start in our lives. It is imperative that you understand just how much we appreciate Head Start. Thanks for taking the time to read our story, and if you have any questions, please feel free to contact us.

Sincerely,



Marcus and Lisa Lewton

Dear Senator Rich Wardner,

My name is Rebecca Kreitinger. I am one of your constituents, and since you are my local legislator, I wanted you to hear the story of my family's experience at Community Action Head Start in Dickinson. Michael and I were referred to Head Start by our early interventionist from The Kids Program when our son was 2. Zeke has always had delays in gross and fine motor development. We had taken Zeke to Mayo Clinic in Spring 2008 when Zeke was 2 years old to find he has static ataxic cerebral palsy. He had problems sitting unsupported for even short periods of time. He was unsteady when we walked and it affected his balance. We knew he would need some extra attention in an educational setting and we sought out that help at Head Start.

In Fall 2008, November 24, one day after Zeke's third birthday, he enrolled at Dickinson's Community Action Head Start. He has enjoyed attending school there and as a family, we have been enriched by the experience. From the first week we took Zeke there, we've been greeted by first names in the hallways. There are personable manners by each employee, as we can hear a story about Zeke from just about everyone. The teachers, we have had three, are all wonderful about keeping us informed about the events coming up throughout the upcoming week. We have schedules to know where Zeke is and what he is learning at any given time. We know he is getting wholesome meals at breakfast and lunch. We see what he is offered at the mealtimes and we feel comfortable with what he is eating. There are progress reports we periodically go over with all the employees who work directly with Zeke. They work as a team, and with Michael and me as part of the team, we come up with goals both at school and at home which we feel will best suit Zeke and make him more comfortable with learning. Michael and I know how Zeke is learning, responding and progressing because we are regularly informed by the team of employees at Head Start. We feel confident that Zeke is getting his educational needs met at Head Start. Zeke is a happy, smart, and confident boy and we know, with the help of the Head Start employees, he will do wonderfully in his school years ahead. He is getting stronger and is able to sit up for a long period of time without support and he is getting more stable all the time. We are grateful for these services in our communities and wanted you to hear about our success. Thank you and may you have a pleasant legislative session.

Warm Regards,



Rebecca Kreitinger

Dear Representative Johnson;

My Name is Diane Munyon. I am one of your constituents and since you are my local legislator I wanted you to hear the story about my son. When my son Evan was born he was 28 weeks early so he has some delays in his life. We've worked with local services in Dickinson receiving therapy.

When he turned 3 he was accepted into Head Start which was a scary thing for me because I had never been without him. I was worried that he wouldn't be able to do what the other kids did or that they wouldn't be able to feed him as he needs to have his food blended and has a feeding tube. He was not walking at the time and had a limited vocabulary. The Head Start staff took the time to learn how to feed him and use his tube. They supplied him with a walker. One of the things that impressed me the most was the way they worked with him and how much he has learned since he has been attending.

He now walks and used words that he had never used before and carries on a conversation and asks for things. I feel it is a blessing to be able to have my son attend Head Start.

Sincerely,



Dear Representative Nancy Johnson,

18

My name is Lori Wentz and since you are my local legislator, I wanted you to ~~know~~ hear the story of my families experience.

Our daughter Lizzy was around a year old when we chose to move to Dickinson for a job opportunity for my husband. The move meant that we had no immediate family and were unfamiliar with the communities services.

I had suspected for quite awhile that some of my daughter's behavior was unusual, but was not really supported by my pediatrician.

When I enrolled Lizzy in Head Start, they took the time to get to know her and do the appropriate tests. The test results came back that she was right on the border for an Asperger's diagnosis, but not enough that she could be placed on an IEP.

That didn't stop them from setting goals for social skills, fine motor and gross motor.

As a direct result of the excellent support I received from Head Start, Lizzy in seventh grade is a strong math and science student and is able to maintain multiple friendships.

As a parent, they were a constant support, providing

encouragement and referral to services when we needed
t.

I ~~can~~ cannot emphasize enough, the value to a
child and their family, when they receive Head Start
services.

Thank you for your
time,

Lori Wentz +
Family

2011 TESTIMONY

HB 1373

TESTIMONY ATTACHMENT I

House Education Committee
Chairman RaeAnn Kelsch
Testimony on HB 1373
February 2, 2011

Chairman Kelsch and members of the House Education Committee, for the record, I am Representative Lee Kaldor, District 20. I am pleased to be here today to introduce HB 1373 and seek your favorable consideration for a bill which I believe will pay dividends long into the future for our great state.

HB 1373 calls for a \$6,150,000 appropriation to the Department of Human Services for grants to federally designated head start programs throughout North Dakota. These Head Start programs must meet application criteria as is stated in subsection 1 of the bill. These criteria focus on the number of low-income or at-risk children and families that the program will serve, accessibility to eligible children and families, coordination and interaction with licensed child care programs as well as public and non-public schools, and demonstrate in their proposals innovative ways of addressing identified needs of eligible children and families.

To be eligible for such grants, the head start program must be in compliance with all head start performance standards to ensure quality.

Finally, the Department of Human Services will be responsible for monitoring the grants and providing oversight of the head start programs receiving such grants.

The first question that any legislator would naturally ask in a situation like this is Why should we do this? Why should this be one of our priorities? We have plenty of pressing needs and even though our coffers seem full, they are never the less limited. So, what is the case for expansion of head start in North Dakota?

Today, I believe that we have a unique opportunity and a need that merits our attention. Head Start is part of the infrastructure in our state that provides tangible and positive outcomes that I will talk about in a minute. Head Start is also a piece of our infrastructure that demonstrates a real need as well.

First, let me talk about the opportunity. Head Start is several decades old and has been the subject of countless studies. Much of the research indicates that quality head start programs provide valuable public benefits. Children who have access to quality early learning opportunities can overcome risk factors that affect their success in school and in life. The success of the children served will lead to a more competitive workforce and larger tax base, while reducing public expense in special education, public assistance, and crime control or the cost of corrections.

The research done by Rob Grunewald and Art Rolnick of the Federal Reserve Bank of Minneapolis provides compelling evidence that the return from quality Early Childhood Development programs like head start returns as much as 16% per year on every dollar invested. I had the opportunity to hear Mr. Rolnick four years ago when he spoke here in Bismarck. I thought his presentation was compelling.

Head Start has a positive impact on our public education as well. I have already mentioned the positive effects regarding special education, but the research indicates that reductions in grade retention and increased graduation rates also result from investment in head start.

You will hear testimony today about the efforts being made and the positive results that are derived from head start programs and our local school districts working together to provide high quality pre-school services that wouldn't exist without these partnerships.

It is also important to note that academics are not the only benefit derived from quality head start programming. Head Start programs focus on parent education and involvement, health, dental, mental health and nutrition as well.

So, if head start pays, is there really a need? Do we have enough eligible children to justify expansion of our head start programs with state resources?

Right now, head start is serving approximately 2,350 income eligible children in North Dakota. But, North Dakota has a waiting list of over 500 children and families still in need of these services.

Much of this need happens to be in places that you might not expect. Just as our infrastructure in the oil patch is in dire need of rebuilding, our working families and new arrivals to the western region of our state is adding pressure for more pre-school support and head start in particular. You will hear about that too, I'm sure.

If we can invest as much as \$370 million on infrastructure and impact in the oil patch, it seems that a small portion can be justified to ensure that families who need the help that head start can provide are able to access such help.

You will hear from those here to testify of the need and the benefit. Let me just add that with the rapidly changing society we live in and the rapidly changing economy we enjoy, our mobile society and those who come here from other states will expect pre-school support and will find that it either does not exist, or that it is a full capacity.

Let me close by likening this investment to the Legacy fund. Investing in our children now, will be worth much more than the dollars that collect minimal interest in a bank account. If we truly want a long lasting legacy of our earnest efforts, we should devote ourselves to the cause of our children.

Thank you Chairman Kelsch.

Lee Kaldor

TESTIMONY ATTACHMENT 2

House Bill 1373 Testimony

House Education Committee

February 2, 2011

Good morning Chairperson Kelsch and members of the House Education Committee. My name is Allison Driessen and I am the Program Director of Early Explorers Head Start, a grantee agency of the Towner-Granville- Upham School District. I am testifying in support of House Bill 1373.

The purpose of my remarks is to provide a brief overview of Head Start, the impact of early childhood education and recognizing the changing demographics of families in North Dakota.

Since its beginning in 1965, Head Start's goal has been to boost the school readiness of low-income children. Based on a whole child model, the program provides comprehensive services that include:

- *Research based preschool education;
- *Medical, dental and mental health care;
- *Nutrition services; and
- * Support to parents to foster their child's development

There are thirteen Head Start programs in North Dakota serving 2,348 income eligible children in North Dakota. The first document being distributed is a map of North Dakota Head Start program service areas. Head Start programs collaborate with school districts, childcare, universities and other community partners to provide services in areas as small as Medina and Anamoose and as large as Grand Forks and Fargo. There are over 120 Head Start classrooms in North Dakota.

The second document is the Head Start Federal Income Guidelines. To be eligible for enrollment, families must complete an application, which scores families based on income, age of child, risk factors and family demographics to

House Bill 1373 Testimony

House Education Committee

February 2, 2011

determine which families have the greatest need for services. As of the end of January 2011, there are 803 income eligible children on waiting lists across the state of North Dakota.

Head Start programs are monitored by the Head Start Federal Performance Standards mandating programs to comply with over 2000 regulations. Head Start programs are monitored on a triennial cycle and are responsible for monthly, quarterly and annual reporting requirements.

What happens in early childhood can influence a lifetime of learning for every child. Research supports high-quality pre-kindergarten programs as an effective strategy to improve education achievement. Studies show that children who attend high quality pre-kindergarten programs enter kindergarten with better language, reading, math and social skills. They have fewer grade retentions, less remediation, higher standardized scores and higher graduation rates.¹

Head Start curriculum and environments are research based and focus on development through child directed experiences that provide play based opportunities for exploration, problem-solving skills, and flexibility and encourage a love of learning.

The composition of North Dakota families has changed considerably. Both parents are working full time jobs or working multiple part time jobs.

¹ National Research Council and Institute of Medicine (2000) From neurons to neighborhoods: The science of early childhood development. Committee on Integrating the Science of Early Childhood Development. Jack P. Shonkoff and Deborah A. Phillips, eds. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press

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According to the North Dakota State Data Center, North Dakota tied with Nebraska for the highest multiple job-holding rates in the nation since 2008. The reasons for multiple job holding are varied and include part-time work, low wages, limited benefits, underemployment and seasonal work. We are a mobile society driven by employment. Families are moving to North Dakota expecting preschool supports and finding they do not exist, are at full capacity or they cannot afford the services.

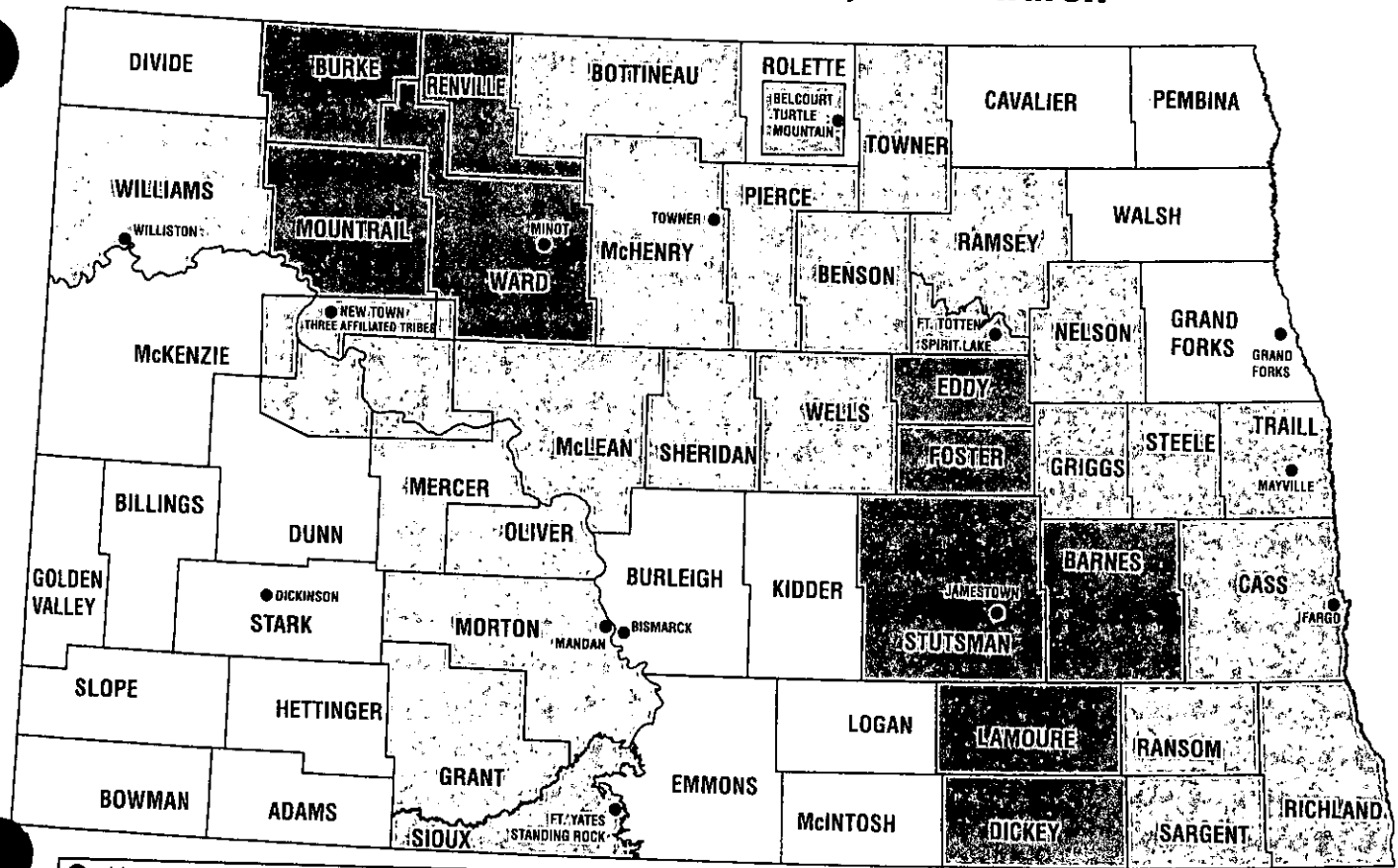
As the academic achievement stakes continue to rise, policy makers must recognize that preparing children for school is a shared responsibility between the parents and the community. In a majority of communities across North Dakota high quality, early childhood education opportunities do not exist. The support of the House Education Committee will be a first step in ensuring that children and families can overcome risk factors and succeed in school and in life. The success of every child translates to a more competitive workforce, a greater tax base while reducing public expense in special education costs, public assistance, crime control and lost taxes.

Thank you for the opportunity to testify on behalf of House Bill 1373. I welcome any questions from the House Education Committee.

Allison Dybing-Driessen
Early Explorers Head Start
701 Main Street North
Towner, ND 58788

NORTH DAKOTA HEAD START SITES, AUGUST 2010

FUNDED ENROLLMENT: 2,938 Children



● Head Start Sites ○ Reservations
 ■ Unserved counties □ Rolette Served

| | Address/PO Box | City/State/Zip | Phone | Fax | Number of Head Start Children |
|-----------------------------|-----------------------------------|-----------------------|-------------------------|----------------|-------------------------------|
| Julie Quamme | 420 University Ave • PO Box 1407 | Williston, ND 58802 | (701) 572-2346 | (701) 572-0494 | 115 |
| Sara Young Bird | 509 9th Street North | New Town, ND 58763 | (701) 627-4820 | (701) 627-4401 | 163 |
| Cheryl Eklblad | 2811 51st Burdick Expressway East | Minot, ND 58702 | (701) 857-4688 | (701) 857-4517 | 270 |
| Jennifer Ramey | CAP Bldg Hwy 5 W • PO Box 900 | Belcourt, ND 58316 | (701) 477-0260 | (701) 477-8597 | 330 |
| Allison Driessen | 701 Main Street North | Towner, ND 58788 | (701) 537-5409 | (701) 537-5312 | 216 |
| Becky Larson | 723 3rd Avenue • PO Box 89 | Fort Totten, ND 58335 | (701) 766-4070 | (701) 766-1357 | 100 |
| (Cookie) Priscilla Mitchell | 3600 6th Avenue North | Grand Forks, ND 58203 | (701) 746-2433 Ext. 812 | (701) 746-2450 | 357 |
| Allison Johnson | 330 3rd Street N.E. | Mayville, ND 58257 | (701) 788-4868 | (701) 788-4781 | 80 |
| Barry Nelson | 3233 South University Drive | Fargo, ND 58104 | (701) 235-8931 | (701) 298-7622 | 309 |
| Sharon Hansen | 107 3rd Avenue S.E. | Dickinson, ND 58601 | (701) 227-3010 | (701) 225-1968 | 152 |
| JoAnn Brager | 1007 18th Street N.W. | Mandan, ND 58554 | (701) 667-8668 | (701) 667-7771 | 160 |
| Carmelita Bear Ribs | 200 Proposal Avenue • PO Box 473 | Fort Yates, ND 58537 | (701) 854-7250 | (701) 854-7257 | 257 |
| Laurel Nybo | 720 N. 14th Street | Bismarck, ND 58501 | (701) 323-4400 | (701) 323-4405 | 231 |
| Lois Hoggarth | 1411 12th Ave N.E. • PO Box 507 | Jamestown, ND 58402 | (701) 252-1821 | (701) 252-7108 | 198 |

North Dakota Department of Human Services
Children and Family Services Division
 State Capitol-Judicial Wing
 Phone: 701-328-1711
 Fax: 701-328-3538

Head Start - State Collaboration Office
Linda Rorman ~ Administrator
 Email: lrorman@nd.gov
 600 East Boulevard Avenue, Dept. 325
 Bismarck, ND 58505-0250

For more information please visit www.nd.gov



CALL FOR ACTION – HB 1373 – STATE FUNDING TO EXPAND HEAD START
ENROLLMENT

TESTIMONY ATTACHMENT 3

Good Morning Madame Chair Kelsch and members of the House Education Committee. My name is Sharon Hansen and I am the Director of the Community Action Partnership Head Start program serving the eight southwestern counties of North Dakota. I am here today testifying in support of House Bill 1373.

Dr. Jack Shonkoff, Director of the Center of the Developing Child at Harvard University said, "The Foundation of a Successful Society Is Built in Early Childhood." His research found:

- Strong association between children's cognitive skills before they enter kindergarten with achievement in elementary and high school.
- High school completion can even be predicted based on general cognitive ability in the preschool years. (National Research Council and Institute of Medicine. 2000, *Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, D.C.: National Academy Press.)

We are at a unique crossroad of unprecedented economic development and we have an incredible opportunity we have to invest in North Dakota's future. We all take very seriously our responsibilities stewards of our state's resources while building the infrastructure critical to sustain our economic viability. We must not forget that a critical component of that infrastructure is the well being of our youngest citizens.

I have passed out a letter from Dennis Johnson, Chief Executive Officer, TMI Corporation who has stated:

The Dickinson community is experiencing a significant impact from the oil development in Western North Dakota. All indications are that the magnitude of this impact will continue to escalate. On balance oil development is good for Western North Dakota and Dickinson. However, it is not good for the most vulnerable citizens, the elderly on fixed income and the very young whose parent(s) may not be employed by the oil industry. Living expenses are high in Dickinson especially housing. Head Start early education provides an opportunity for the vulnerable young to be more successful in life.

Families moving into our state for employment are seeking high quality services for their children. One of those services we are asked about time and time again is, "Where are your preschools?" Families have demonstrated a range of emotions when told they must find and pay for a private preschool if one exists in the area they live and they can afford the tuition or face the realization that they will not be able to provide their preschool child with a true "head start".

North Dakota preschool children are less likely than other children in our nation to attend early education programs. Early childhood special education and Head Start programs serve only 25% of 4-year old children and 17% of 3-year old children in North Dakota (*The state of preschool: 2009 State preschool yearbook*. New Brunswick, NJ: Rutgers, The State University of New Jersey, National Institute for Early Education Research.)

The 809 families on the Head Start wait lists across North Dakota do not have the economic means to pay for preschool tuition. These children enter school at risk for achieving the high standards all schools are being held to. Children in the lowest socioeconomic group have average cognitive scores that are 60% below those of the most affluent groups upon entry into kindergarten. Studies have shown that the achievement gap between disadvantaged and advantaged children widens as they move through school in spite of extra tutoring, summer school, or special education services that require significant state and local funding. (Davison, et al., 2004).

We have a classic case of "Pay me now or Pay me later" developing before our eyes. The national cost of failing to provide at least two years of early childhood education has been estimated at \$100,000 for every child born into poverty. Comprehensive preschool programs like Head Start improve early learning and development while decreasing school failure, crime, and delinquency. Economists have estimated a 25% savings from a reduced need for special education and services from the criminal justice system. (Committee of Economic Development. 2006. *The Economic Promise of Investing in High-Quality Preschool: Using Early Education to Improve Economic Growth and the Fiscal Sustainability of States and the Nation*.)

Here are some troubling facts:

- 1 of 6 U.S. children faces a developmental disability problem before age 18.
- Fewer than 50% are identified before they start school.
- Total costs of services begun at birth were \$37,273.
- Total cost between \$46,816 and \$53,340 if services were not begun until age 6. (Barbara Gebhard, Zero to Three, 2009)

Approximately 20% children enrolled in North Dakota Head Start programs have disabilities requiring special education services. The North Dakota Head Start programs have collaborated with the local school districts in many communities to provide those needed special education services that have allowed these children with disabilities to narrow the achievement gap **BEFORE** they entered kindergarten. This has resulted in an enormous cost savings to school districts when they have not need to provide intensive special education services for the remaining thirteen years of that child's public education.

For example, during the last program year, the Community Action Head Start program was able to dismiss 12 preschool children from special education before they entered kindergarten. These children had attended Head Start for two to three years and received a comprehensive preschool learning experience, including the necessary special education services that allowed them to "catch up" to their nonhandicapped peers before they entered kindergarten.

During the last biennium, the North Dakota legislature budgeted \$60.5 million for excess special education costs. Based on an anticipated 25% reduction in special education as the result of comprehensive preschool programs like Head Start, the saving to the state could have amounted to approximately \$15.1 million per biennium.

During that same biennium, the North Dakota legislature budgeted \$172.70 million for the Department of Corrections and Rehabilitation. Based on an anticipated 25% reduction in crime as the result of comprehensive preschool programs like Head Start, North Dakota could have enjoyed a \$43.2 million savings per biennium.

In our neighboring state of Minnesota, the Bush Foundation supported the Wilder Research study. This study found that it cost the state \$42 million of per-pupil money annually because of students dropping out before graduation and another \$24.4 million annually for special education and grade repetition costs that could be attributed to children entering kindergarten under prepared.

North Dakota's economic future depends on our children getting off to the right start. House Bill 1373 is asking for an investment in our state's future. This investment promises high returns and has the potential to save the citizens of North Dakota \$29 million annually. Today, we would be hard pressed to find any other type of investment with that level of return. As James Heckman, a Nobel Prize winning economist has demonstrated from his work on human capital, an investment during the preschool years yields a significantly greater return than an investment during any other time of a child's life.

North Dakota's Head Start programs are willing to do their part in leading North Dakota into a successful and prosperous future! This morning you will hear testimony from the National Head Start Parent of the Year who just happens to reside in North Dakota and whose three sons have each attended Head Start. Kyle Adolf from Dickinson North Dakota will share not only what Head Start has done to prepare his sons for kindergarten but what Head Start has done to support him in reaching some very lofty goals. Kyle is a wonderful example of what Head Start parents do so well – He gives back to the community! On behalf of the Head Start eligible children and families across the state, I strongly urge the support of House Bill 1373.

Thank you for your time.

TMI CORPORATION
50 South Third Avenue West
Dickinson, North Dakota 58601

TO: Sharon Hansen **DATE:** January 31, 2011

FROM: Dennis W. Johnson
Chief Executive Officer

RE: HB 1373

I am pleased to learn that you intend to testify in support of HB 1373. As a business person and Dickinson Mayor, I also support passage of HB 1373.

I have previously written in support of early childhood education legislation stating that early childhood education is sound work force development policy. It is essential that all North Dakota workers be able to compete effectively with workers from across the globe. Future North Dakota workers will be required to be better educated and have advanced skills beyond the skills of today's worker.

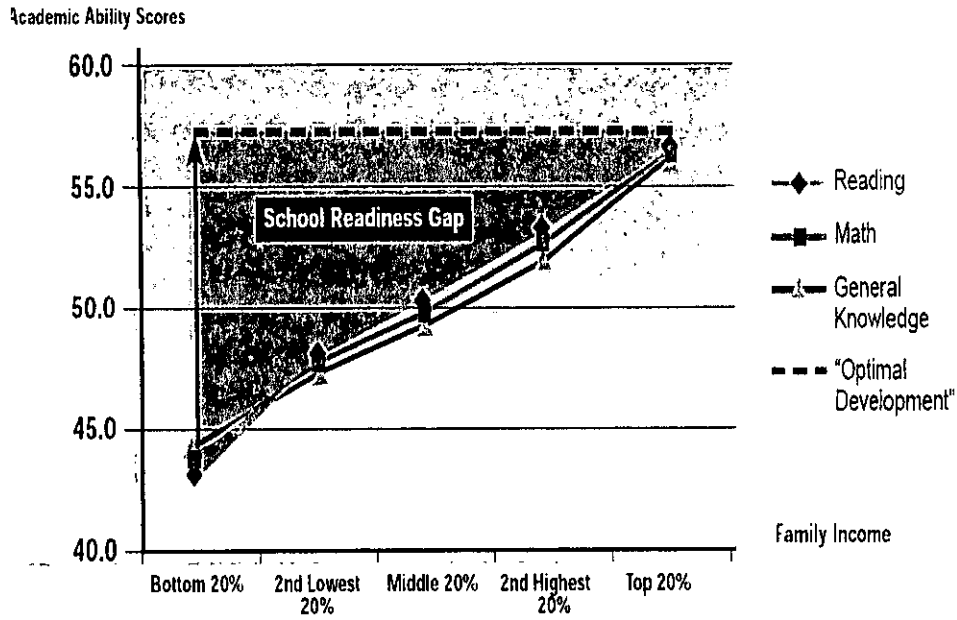
I remain convinced that a greater investment in early childhood education will lead to greater economic success for our children, our state, and our nation. Early childhood education is a necessary initial work force development investment.

Investment in early childhood education is sound social policy. It will lessen the future need for costly investments in special education programs, welfare programs, and in the criminal justice system.

The Dickinson community is experiencing a significant impact from the oil development in Western North Dakota. All indications are that the magnitude of this impact will continue to escalate. On balance oil development is good for Western North Dakota and Dickinson. However, it is not good for the most vulnerable citizens, the elderly on fixed income and the very young whose parent(s) may not be employed by the oil industry. Living expenses are high in Dickinson especially housing. Head Start early education provides an opportunity for the vulnerable young to be more successful in life.

I ask for the committee's support of HB 1373.

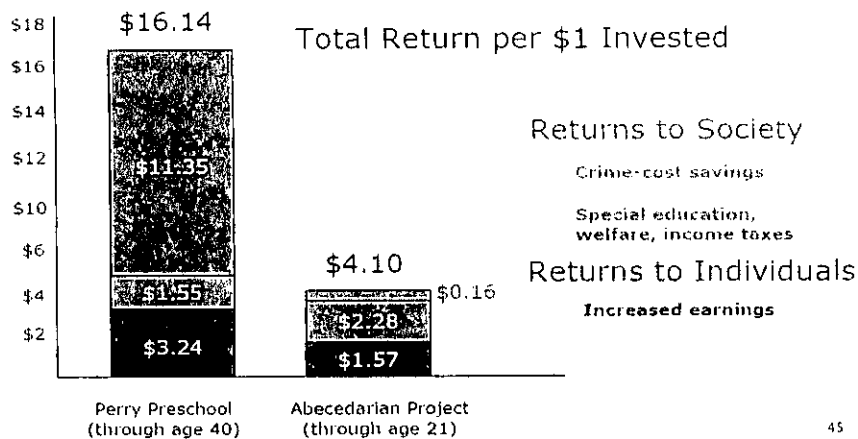
Figure 2. Academic Abilities of Entering Kindergarteners by Family Income



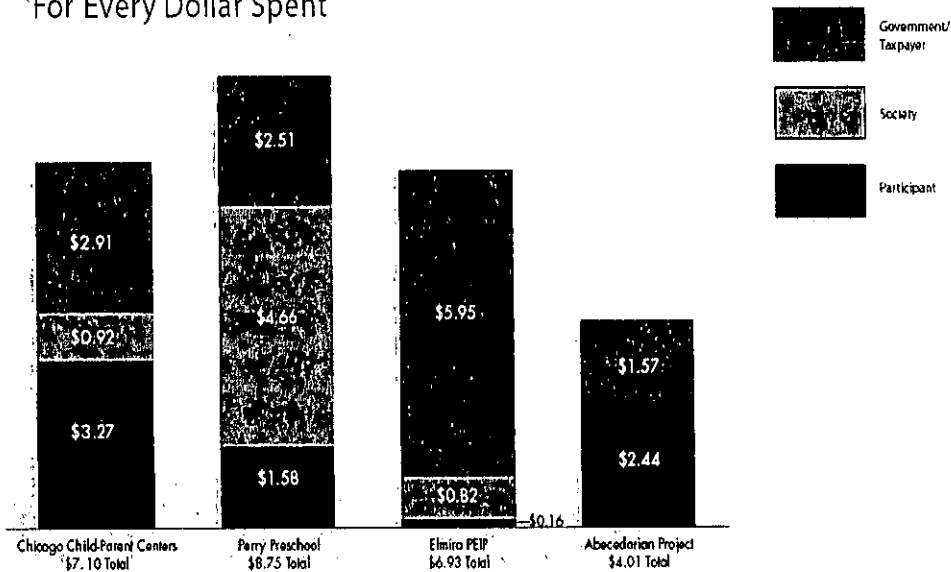
Source: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, Fall 1998.

NATIONAL FORUM ON EARLY CHILDHOOD PROGRAM EVALUATION

Cost/Benefit for Two Early Childhood Programs
(Dollars returned for each dollar invested)

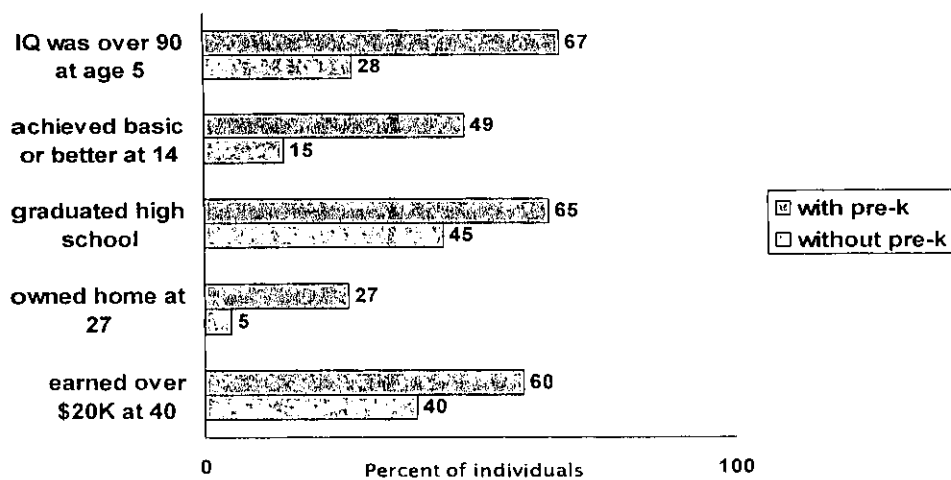


Returns on Investment in Four Programs For Every Dollar Spent



46

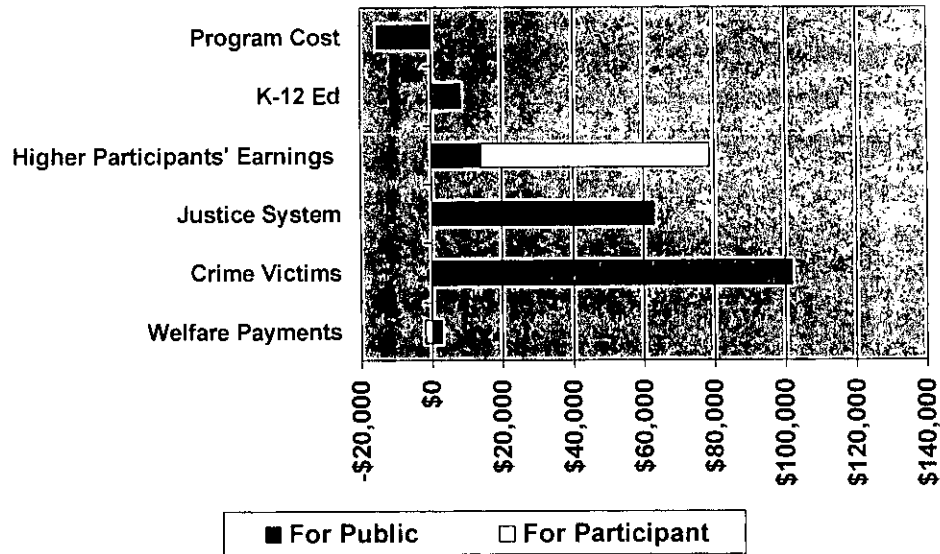
Pre-K is a gift that keeps on giving



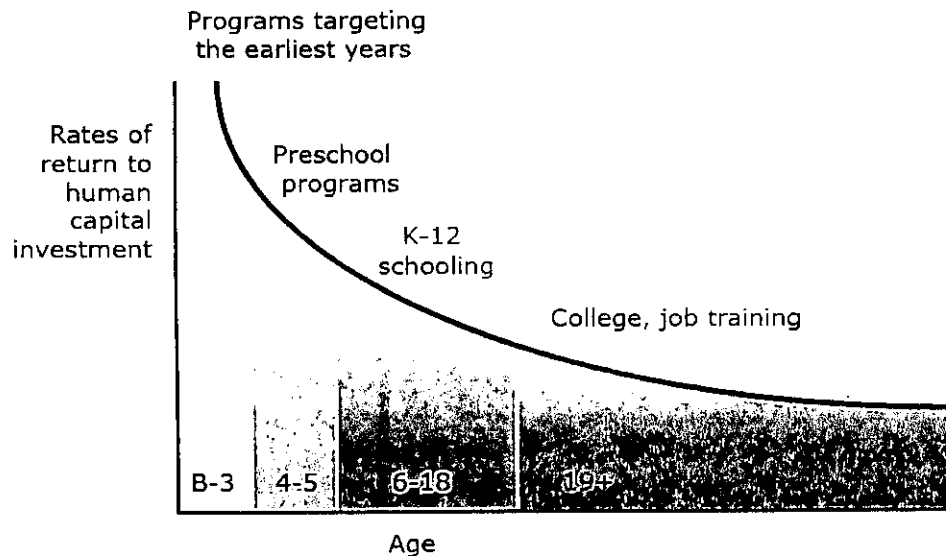
High/Scope Perry Preschool Study Through Age 40, 2004

47

Perry Preschool Costs and Benefits Over 62 Years



Preventive Intervention is More Efficient and Produces More Favorable Outcomes Than Later Remediation



Dear Senator Rich Wardner,

My name is Jon Skaare, and I am writing to you as one of your constituents. Because you are my local legislator I wanted you to hear my family's story.

In years past, when I was the State Director of the North Dakota Center for Distance Education, I testified in front the legislature as a state employee. Now, I am writing to you as a concerned citizen. You see, last March my 4 year old son, Ethan, was diagnosed with Shprintzen's Syndrome. This diagnosis comes on top of the previous diagnosis of Psoriatic Arthritis that my son received when he was six-months old.

What does this mean? It means that Ethan will experience learning difficulties and deficiencies for his entire life. It means numerous doctor visits each year. When we aren't dealing with the debilitating and crippling effects of the arthritis we have to deal with learning difficulties that are associated with the syndrome. My wife, Becky, and I constantly worry about the heart issues that can develop in children with this condition too.

Because of this, I resigned from my position in State Government so Becky and I could move closer to family. Last fall, we moved back to Dickinson, ND. I immediately enrolled him in the local Head Start program.

Ethan has made tremendous strides in his short time attending this program. I am thoroughly impressed with the program. This education institution is truly exceptional!

Becky and I understand that we have a lifetime full of challenges ahead of us. We feel blessed to have Ethan in our life, but there are times when we all need a little help. That is what the head start program is all about. They are here to help. Without it, my son, as a special needs student, would not receive the education that he deserves. We are truly grateful that this community has such a fantastic program for disabled students. I can't reiterate enough the importance of this program to help create and maintain healthy families.

I want to thank you for your support of this program. I know you will continue to show your support and I appreciate your effort to serve this community!

Sincerely,

The Skaare Family: Jon, Becky, Austin, Ethan, and Sierra Skaare

Dear Senator Rich Wardner,

January 4, 2011

My name is Paulette Grady. I am one of your constituents, and since you are my local legislator, I wanted you to hear the story of my family's experience with Dickinson Community Action Head Start program during the 2009-2010 school year.

The services that the Community Action Head Start provided have helped my family immensely; my husband and I became foster/adopt parents July 2, 2009. Our son age three at the time did not talk at all, working with the specialists at the Head Start for over a year now, he is almost caught up to other children his age. We felt completely helpless at the time and went to the Head Start for help. He now speaks in full sentences and can write his name.

Both our son and daughter both go to the Community Action Head Start and are doing fantastic. Our son uses the services of the speech pathologists and has the rest of his needs met with the other specialists that are at the school, we now have the skills to continue working with our son to meet his needs in and out of school.

We are grateful for the services that the Community Action Head Start provides in our community and wanted you to hear about our success.

Thank you and have a wonderful legislative session.

Sincerely,

Paulette Grady
Paulette Grady

Dear Representative Shirley Meyer,

My name is Heather Eckert and my husband and I have had the pleasure of sending our children to the Dickinson Head Start program for an accumulated total of 5 years. We are raising 4 wonderful children together with the help of Head Start. My oldest son, Brodie (8), and his sister Sophie (6), both attended for two years and Elsie (4) is now currently attending. We hope to be able to send our last, Gradie (2) when he's of age.

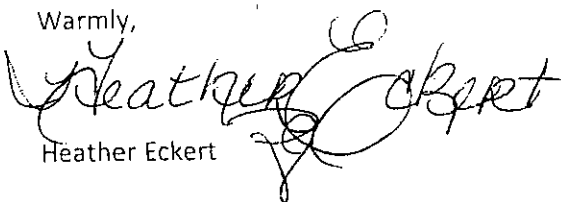
I cannot say enough positive things about our Dickinson program. Parenting is a challenging job, but the teachers and staff at our Head Start have helped us through much of it with their constant attention to the details of our children's needs. Each of our three children has had an exceptionally positive experience. To give you an idea of the relationships that are fostered in the classroom, let me tell you about our son. When Brodie first started at Head Start he was at the very impressionable age of three. He had a bear named Flower and they were inseparable. Brodie's teacher, Jodi, and her classroom helpers wanted him to feel comfortable and enjoy school, so they all treated Flower like one of their own. Flower ate lunch with Brodie and played on the carpet with him and the other children. He rode home on the bus every day. Flower is still with us, to this day. Thanks to his teachers at Head Start, he was able to make a smooth transition from home to school, which was not only a comfort to him, but to his father and I as well.

Not only did the teachers at Head Start foster Brodie's emotional growth, they also nurtured his love of reading. By working with him individually, challenging him with new concepts, and helping us, as parents, set goals for him, Brodie thrived in school. He is now in the middle of second grade and reading at a 5.8 grade level. He scores greater than 99% of students in his grade nationally. I firmly believe that Head Start is responsible for a huge portion of Brodie's success in school.

Our girls, Sophie and Elsie, have also flourished in the very same way in the Head Start environment. We are particularly delighted with Elsie's love for her school and her teachers. She's always coming home with a story about something exciting she did or learned that day. What a joy it is to see our four year old beginning to read, singing songs she learned at school, and asking us questions about the world around her!

My husband and I came to the decision early on that I would stay home to raise our children. As a result we live on a small income, and wouldn't have been able to afford the type of quality education and experiences that Head Start provides. Our family is very important to us. Head Start has been like an extension of that family. The teachers and staff there have treated my children with respect and care and we couldn't have asked for a better beginning to their education. We are so very grateful for our Dickinson Head Start and we hope that you understand what a blessing they have been to our family. Thank you for taking the time to read our story.

Warmly,


Heather Eckert

Dear District 37 legislator,

Our names are Marcus and Lisa Lewton and we are two of your constituents. We both work and live in the Dickinson area with our two sons, Thomas and Samuel. Lisa is a pastor at St. John Lutheran Church and Marcus is the Director of the Roughrider Area Career and Technology Center. Since we live in your district, we wanted you to hear our Head Start story.



Our son, Thomas, currently attends the Head Start program in Dickinson. Thomas is a tall, skinny red-headed boy who loves to play in the dirt and has an imagination as big as the North Dakota sky. He spends four mornings a week at Head Start. When he is not at Head Start, he is playing legos, building forts, pretending to be a superhero, and of course fighting with his younger brother, Sam. Thomas is as normal as any boy, but at an early age was diagnosed with apraxia, a speech delay.

At the age of three, Thomas probably had a dozen words in his vocabulary and communicated with signs for most of his needs. As you can imagine, this influenced everything from Thomas's socialization to his self esteem. Parenting was not easy for us, and what happened next without a doubt made our lives much better. At age three, Thomas was welcomed into a second family; the wonderful people at Head Start. I use the term *family* because that is what it feels like for Thomas when he is at "his school". From the director, Sharon Hanson, who welcomes kids in the morning by name, to the office people who know us and our occupations, to the speech pathologist, Kelly Beckman, who researches and sends home homework for mom and dad, to Kathy Bacon, who is Thomas' teacher, who no doubt was blessed by God with a gift to teach. Everyone at Head Start makes Thomas feel like he is special and part of something bigger.

We wish we could tell you one specific story that could illustrate everything these wonderful people have done for our son, but we can't. We don't know words that can explain how a boy who was once trapped in a world without words and can now communicate with his friends might feel. We can't put to words the relief we have as parents, knowing that our boy may lead somewhat of a normal childhood, because forty some people at Head Start chose to change the lives of little children in need.

Head Start has been a gift to our family and a gift to the community. Every day Thomas becomes a little better at speaking. Every day Thomas learns new skills to prepare him for a typical kindergarten classroom. Every day Thomas surprises us with a new sound, word, or a new name to call his brother! Every day we are blessed to have Head Start in our lives. It is imperative that you understand just how much we appreciate Head Start. Thanks for taking the time to read our story, and if you have any questions, please feel free to contact us.

Sincerely,



Marcus and Lisa Lewton

Dear Senator Rich Wardner,

My name is Rebecca Kreitinger. I am one of your constituents, and since you are my local legislator, I wanted you to hear the story of my family's experience at Community Action Head Start in Dickinson. Michael and I were referred to Head Start by our early interventionist from The Kids Program when our son was 2. Zeke has always had delays in gross and fine motor development. We had taken Zeke to Mayo Clinic in Spring 2008 when Zeke was 2 years old to find he has static ataxic cerebral palsy. He had problems sitting unsupported for even short periods of time. He was unsteady when we walked and it affected his balance. We knew he would need some extra attention in an educational setting and we sought out that help at Head Start.

In Fall 2008, November 24, one day after Zeke's third birthday, he enrolled at Dickinson's Community Action Head Start. He has enjoyed attending school there and as a family, we have been enriched by the experience. From the first week we took Zeke there, we've been greeted by first names in the hallways. There are personable manners by each employee, as we can hear a story about Zeke from just about everyone. The teachers, we have had three, are all wonderful about keeping us informed about the events coming up throughout the upcoming week. We have schedules to know where Zeke is and what he is learning at any given time. We know he is getting wholesome meals at breakfast and lunch. We see what he is offered at the mealtimes and we feel comfortable with what he is eating. There are progress reports we periodically go over with all the employees who work directly with Zeke. They work as a team, and with Michael and me as part of the team, we come up with goals both at school and at home which we feel will best suit Zeke and make him more comfortable with learning. Michael and I know how Zeke is learning, responding and progressing because we are regularly informed by the team of employees at Head Start. We feel confident that Zeke is getting his educational needs met at Head Start. Zeke is a happy, smart, and confident boy and we know, with the help of the Head Start employees, he will do wonderfully in his school years ahead. He is getting stronger and is able to sit up for a long period of time without support and he is getting more stable all the time. We are grateful for these services in our communities and wanted you to hear about our success. Thank you and may you have a pleasant legislative session.

Warm Regards,

A handwritten signature in black ink that reads "Rebecca Kreitinger". The signature is fluid and cursive, with a long horizontal line extending to the right.

Rebecca Kreitinger

Dear Representative Johnson;

My Name is Diane Munyon. I am one of your constituents and since you are my local legislator I wanted you to hear the story about my son. When my son Evan was born he was 28 weeks early so he has some delays in his life. We've worked with local services in Dickinson receiving therapy.

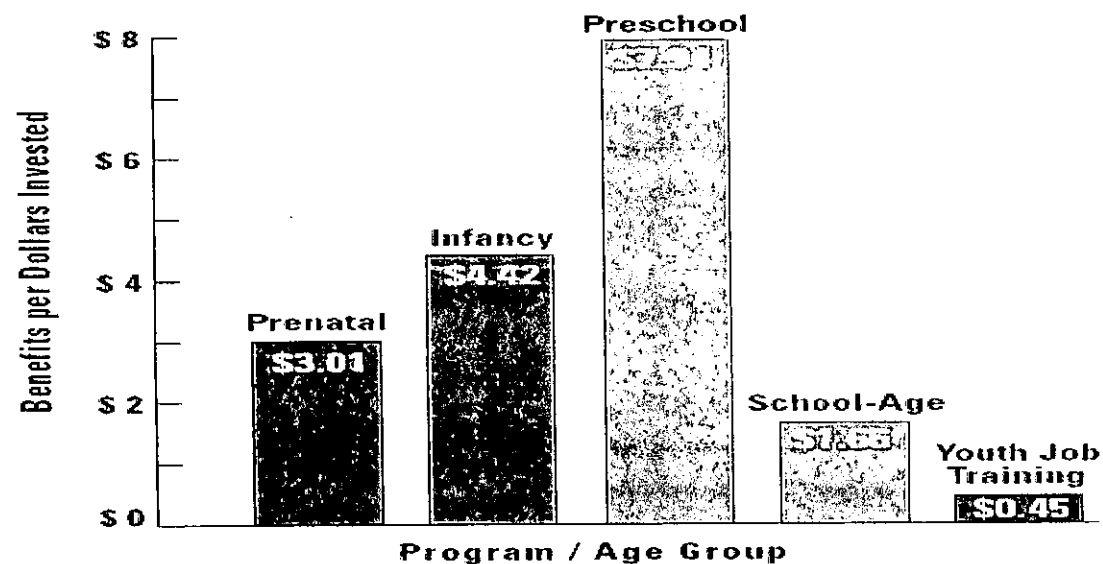
When he turned 3 he was accepted into Head Start which was a scary thing for me because I had never been without him. I was worried that he wouldn't be able to do what the other kids did or that they wouldn't be able to feed him as he needs to have his food blended and has a feeding tube. He was not walking at the time and had a limited vocabulary. The Head Start staff took the time to learn how to feed him and use his tube. They supplied him with a walker. One of the things that impressed me the most was the way they worked with him and how much he has learned since he has been attending.

He now walks and used words that he had never used before and carries on a conversation and asks for things. I feel it is a blessing to be able to have my son attend Head Start.

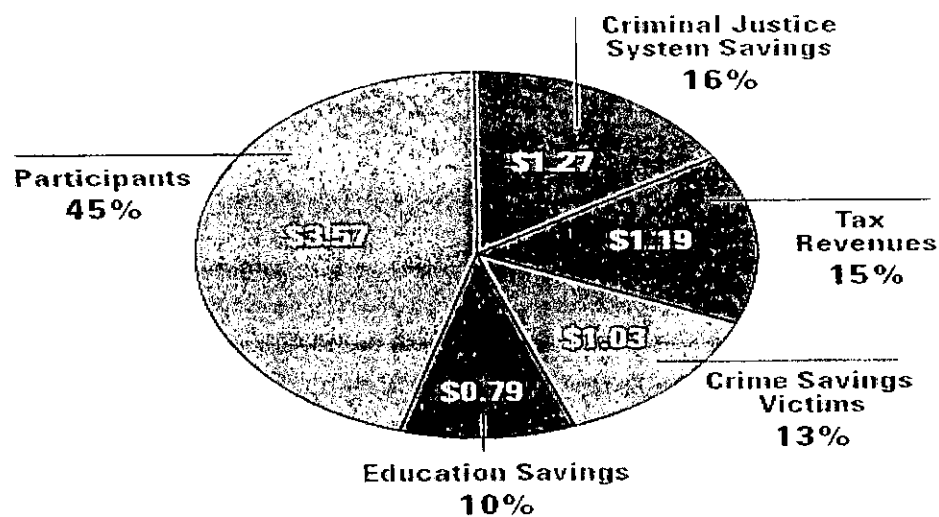
Sincerely,

A handwritten signature in cursive script, appearing to read "Diane Munyon", written in black ink.

Returns to Investment in Programs From Infancy to Young Adulthood



Breakdown of Returns on Investment in Preschool Programs



⁵⁰ Robnick, A., and Grunewald, R. Early Childhood Development: Economic Development With a High Public Return. Federal Reserve Bank of Minneapolis Annual Report Essay, March 2003.

TESTIMONY ATTACHMENT 4

Dear Madame Chairperson and Members of the House Education Committee,

My name is Kyle Adolf and I reside in district 37. I am here today to explain the positive affect the Head Start program has had on my family. Head Start has had a profound influence on my family as all three of my young children have attended and graduated from the program.

My oldest son, Sean, has been diagnosed with AD/HD and high-functioning autism. During the time he was enrolled in Head Start he was not yet diagnosed with either of these disorders but he was determined to have some sort of disability yet to be determined. I fully believe that this early detection was instrumental in paving the way for his achievements thus far dealing with these difficult disabilities both at school as well as at home. Sean is now in third grade and is receiving higher grades than I would have expected to see of someone with his special needs.

My middle son, Zachary, while having no official diagnoses, has problems with anxiety. Zachary needs structure possibly more than most his age which is not always easy to completely provide when you are a single parent. Head Start was a tremendous help in providing the daily structure that he required for his healthy development. Zachary is now in first grade, and while we are still dealing with a few issues with him, he is excelling academically.

Matthew is my youngest son and for the most part I have been able to provide Matthew with the environment he needs to be happy and develop appropriately. I cannot sufficiently express my gratitude to the Head Start program for all that they have done to help me achieve this goal for Matthew.

Now for me...I am a single, disabled father of three very special boys! I have held such titles as; Marine, Security Guard, Armed Courier, Correctional Office, and almost Law Enforcement Officer. I was about to apply myself to a career as a law enforcement officer when I lost one of my legs in an accident. Being disabled adds a whole other set of difficulties to raising children on top of just being a single parent. After my accident I no longer had any work experience that was of any use to me so I decided to enroll in college with a major in Mathematics and a minor in Psychology. Upon completion of my Baccalaureate degree I will be pursuing my Masters degree in Prosthetics and Orthotics. My ultimate aspiration is to reach the top of my field and to leave a profound mark in the field of Prosthetics/Orthotics. I also plan to keep giving back to the community. I have had the honor of being a Special Olympics Coach for ten years and I

intend to continue. I am a member of the High-Five Camp Board, a summer camp that helps youth with social/emotional difficulties develop appropriate peer, family, and community relationships. Recently I was appointed chairperson of my sons' elementary Parent Advisory Committee as well as the chairperson of the local Head Start Policy Council for the third year. Head Start has been very supportive of my college endeavors both directly to me and also with the time and effort they have put toward my children that I may not have been able to offer them on my own with my academic commitments. As if all the previous help Head Start had given was not enough, they also played an important part in me finding myself. Through becoming the Chairperson of the local program's policy council, and the enormous reinforcement from the local director I have come to realize that I was meant for a leadership position. I am not sure yet where this revelation will take me but so far I have become more confident and happy with who I am, been honored as the National Head Start Association Parent of the Year, and I have more drive and determination than ever to achieve my goals.

A few notable achievements I have been able to obtain through the support of Head Start include: induction into the Omicron-Psi Honor Society with the ultimate honor given by the society, a cumulative GPA of greater than 3.0, an appearance on the Dean's List, and the Head Start Parent of the Year Award at the state, regional, and national levels.

There is no way I could possibly give the Head Start program back anywhere near as much as they have given me. I truly wish I was able to give them more than three years of my time as Policy Council Chairperson or as a member of the North Dakota Head Start Association Board but unfortunately I cannot. I am here today to repay my gratitude to such a great program. I will attest to the fact that Head Start works.

Thank you. Do you have any questions?

Most Sincerely,

Kyle Adolf

TESTIMONY ATTACHMENT 5



WING PUBLIC SCHOOL

"SUPPORT OF BILL HB 1373"



Senator Lisa Meier
North Dakota Senate
600 E Blvd, Bismarck, ND 58505
Dear Senator Lisa Meier,

I am writing to urge you to support HB 1373 which would provide state funding to expand the Head Start program. Head Start has made a difference in the life of my child and my family. There are three reasons I'm writing this letter to you. Head Start helps children prepare for the journey's of Public Education, it also provides a blueprint for all education communities to follow in effectiveness and finally, it's been a savior and stable educational program for my son Isaiah. As a Master's degree Elementary Principal at Wing Public School, I've seen many kindergarten students enter my building each year. The students that have had the opportunity to attend Head Start come to school ready to go. They are prepared educationally in the areas of Reading and Math beyond other students. Not only that, but socially and behaviorally, they are immediate leaders in their classrooms. Each year, Head Start students are head and shoulders more prepared for school than their counterparts.

One thing I work hard at each year is School Improvement, Parent Involvement and Professional Development for my teachers. The Head Start program has been a blueprint for educators in these three areas for many years. Documented parent contacts, required home and in-school visits, establishing a mission and vision with definite goal areas focusing on reading preparation and math problem solving, and setting a structured schedule for teachers certification and professional development. All of these ideas have been done at the Head Start level since its inception. It shows us in the Public sector, how we can do it effectively.

Finally, and most personally, Head Start has offered support and stability to my son Isaiah. As a single dad who endured an abrupt change in life in 2008, Head Start was there for Isaiah and I. I qualified due to a one year bump in life for the financial guidelines to get Isaiah in the program. Then I became a 'policy council' member at BECEP in Bismarck. All of this happening so Isaiah can get prepared, settled and socially secure in his changed life. Isaiah is reading, knows his numbers beyond 50 and loves his friends, teachers and school. He loves getting up every day and, because of BECEP will be a confident leader in Kindergarten next year. I as dad, have connected my educational knowledge to my son, his school and the state Head Start Association. Without Head Start Isaiah would be in an unstructured day care, stuck in his situation and knowledge. I thank God every day for the opportunity he helped bring our way. And I thank all of you for supporting the Head Start Association in North Dakota.

Thank you for allowing me to inform you on my feelings about Head Start in North Dakota and the need for more dollars to support this growing program. All kids, in my mind, should be afforded the opportunity to grow mentally and emotionally from ages 3-5, Head Start in North Dakota does that. Help expand this opportunity. Please support HB 1373 and make an investment in tomorrow.

Yours in Education,

Robert A. Schafer

Robert A. Schafer,
Wing Public School Elementary Principal
(701) 943-2319
Robert.a.schafer.2@sendit.nodak.edu

TESTIMONY ATTACHMENT 6

February 2, 2011

House Education Committee

Representative RaeAnn Kelsch, Chair

Testimony of Pat Heinert, Sheriff of Burleigh County in Support of HB 1373

Good Morning Representative Kelsch and Committee members.

I am here today in support of HB 1373 to provide funding for grants for Head Start programs in North Dakota.

I am a member of a national organization that is called Fight Crime Invest in Kids. This is a group of law enforcement leaders who support pre-K education in order to prevent crime in the future.

As a law enforcement leader, I am concerned about public safety and locking up violent criminals, but I am also all about crime prevention. I have seen facts and studies that have shown me getting kids in early education programs, such as Head Start, are really important in reducing the likelihood of those kids getting involved in criminal activity as they grow older.

Studies have shown that Head Start participants have better self-esteem, motivation, behavior, and academic achievement.

A large national survey found that children who participated in Head Start were 8.5% less likely to be later arrested or charged with a crime than their siblings who attended other preschool programs.

Thank you for your time and consideration in funding these Head Start grants in North Dakota.

February 2, 2011

TESTIMONY ATTACHMENT 7

House Education Committee, Representative RaeAnn Kelsch, Chair

My name is Prairie Rose Seminole. I am here today to provide testimony and letter supporting A BILL for an Act to provide an appropriation for federally designated head start programs in the state.

I am the Project Coordinator of the Native American Center Project in Fargo, ND. I grew up in Fargo, ND. My dad was a railroad worker and my mom worked as a waitress and Mary Kay consultant during my early childhood. I didn't know that I grew up in poverty, because for the early part of my development I lived in a happy and supportive home. I was fortunate to be one of many children who were able to utilize the program of Head Start. Fortunate also, because my parents understood the value of early childhood education, a critical time in child development. Not only did Head Start have an impact on my social and cognitive development, but then and even now, the program addresses the root cause of poverty – the lack of education.

According to the recent kids count there are just over 20,000 children under the age of 17 living in poverty in North Dakota. Many who are on a waiting list wanting a seat at the nurturing table. We know that there are hundreds of children across the state that do not have access to early childhood programs like Head Start because their parents are barely getting by working two or three jobs as it is. Just imagine that those 20,000 children and their parents were involved with a program like Head Start, where research has shown that early involvement with a program like Head Start provides education, economic, health and law enforcement benefits. We could significantly decrease the social expense of poverty within our state.

Education benefits, which include children having higher cognitive development and larger vocabulary. Economic benefits that show every dollar invested in to Head Start sees nine dollars in return by means of increased earnings, employment, family stability and decreased welfare dependency, crime costs, grade repetition and special education.

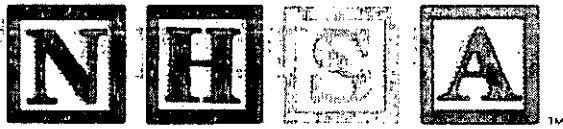
Other benefits are outlined in the attachment. We know, by educating our children we give them the tools to overcome poverty.

There are few cracks in our system in North Dakota, but there are some. Let us give the tools that are proven effective, to help end poverty in our state. We can start by educating our young. Strengthen the bottom rungs of the prosperity ladder so that our children and our families can step up and out of poverty. We are not creating a hand out we are creating a solid foundation of a hand up to ending poverty in North Dakota.

I am proud to be from North Dakota, and I would be even more proud if I knew that my state government, elected officials were sending a strong message to America, that says we are committed to ending poverty in our state.

Please recommend passing this measure so that children across our great state and their parents have the tools they need to step up, and out of poverty. Education first.

Thank you for your time and leadership on this issue.



NATIONAL HEAD START ASSOCIATION

Benefits of Head Start and Early Head Start Programs

The federal government's historical commitment to sponsor and encourage research and evaluations in the HS and EHS programs has generated a large corpus of research on HS and EHS. This research reveals that HS and EHS programs provide educational, economic, health, and law enforcement benefits.

Educational Benefits

Substantial research finds that HS and EHS programs provide educational benefits. National Family and Child Experiences Survey data shows that HS graduates, by the spring of their kindergarten year, were essentially at national norms in early reading and early writing and were close to meeting national norms in early math and vocabulary knowledge.¹ By the spring of their kindergarten year, HS graduates' reading assessment scores reached national norms, and their general knowledge assessment scores were close to national norms.² The HS Impact Study reveals small to moderate statistically significant positive impacts for 3- and 4-year-old children enrolled in HS on pre-reading, pre-writing, vocabulary, and parent reports of children's literacy skills.³ This study found that a higher proportion of HS parents read to their children more frequently than those parents of children who were not enrolled in HS.⁴ Reliable studies have found that HS children experience increased achievement test scores and that HS children experience favorable long-term effects on grade repetition, special education, and graduation rates.⁵

Likewise, findings from the EHS Impact Study show that EHS children on average had a higher cognitive development score than their control group.⁶ EHS children at age 3 had larger vocabularies than the control group children had. EHS children demonstrated a higher level of social-emotional development than their control group.⁷

Economic Benefits

Research shows that HS is a wise investment for society. The preliminary results of a randomly selected longitudinal study of more than 600 HS graduates in San Bernardino County, California, showed that society receives nearly \$9 in benefits for every \$1 invested in these HS children. These benefits include increased earnings, employment, and family stability, and decreased welfare dependency, crime costs, grade repetition, and special education.¹⁷ A recent analysis of Head Start impact data suggests that Head Start as it operated during 1960s through the 1980s yielded a benefit-cost ratio that may be at least as large as the \$7 to \$1 figure often cited for model early childhood programs such as Perry Preschool which served children during the 1960s.¹⁸ Properly trained HS parents can decrease Medicaid costs by \$198 per family.¹⁹

Health Benefits

Studies demonstrate that HS and EHS improve the health of the children and families they serve. Recent research reports that the mortality rates for 5- to 9-year-old children who had attended Head Start are 33 to 50 percent lower than the rates for comparable children who were not enrolled in Head Start. In fact, Head Start reduced the rates to the national average of mortality rates for all 5- to 9-year-old children.⁸ The HS Impact Study demonstrated that a much higher proportion of HS children received dental care than those children who did not receive HS services.⁹ A higher proportion of parents with 3-year-old children in HS reported that their child was either in excellent or very good health as compared with those parents who did not have children enrolled in HS.¹⁰ The HS Impact Study showed that HS reduces the frequency and severity of problem behavior as reported by their parents.¹¹ HS provides health and dental services to children and families who might otherwise not have them.¹² Parents who participate in HS are found to have greater quality of life satisfaction; increased confidence in coping skills; and decreased feelings of anxiety, depression, and sickness.¹³ Research suggests that HS reduces childhood obesity.¹⁴ HS children are at least eight percentage points more likely to have had their immunizations than those children who did not attend preschool.¹⁵ Similarly, EHS children had a higher immunization rate than children in a control group.¹⁶

Law Enforcement Benefits

Along with improving the health of its children and families, HS benefits its children and society-at-large by reducing crime and its costs to crime victims.²⁰ HS children are significantly less likely to have been charged with a crime than their siblings who did not participate in HS.²¹

651 Prince Street, Alexandria, VA 22314

Tel: (703) 739-0875 - Fax: (703) 739-0878 - www.nhsa.org

The National Head Start Association, an independent membership organization, advocates on behalf of the entire Head Start community and provides training and resources to Head Start programs nationwide.

TESTIMONY ATTACHMENT 8

February 2, 2010

From: JoAnn Brager, Vice President of Public Policy for the North Dakota Association for the Education of Young Children

To: Chairperson Kelsch and members of the house education committee

Re: HB 1373: To provide an appropriation for federal designated head start programs in the state

My name is JoAnn Brager and I am the Vice President of Public Policy for the North Dakota Association for the Education of Young Children. NDAEYC represents approximately 400 members who work with and on behalf of children ages birth through age 8 years. Our mission is "To serve and act on behalf of the needs, rights and education of all young children."

NDAEYC supports HB 1373 to provide additional Head Start services to children and families who live in poverty or are at high risk to fail in school and we strongly support the educational investment in North Dakota's children and in the investment that is required to help them develop into productive citizens.

We also know that there is up to a 17% return on investments made that address high quality services to children. A 17% return investment on \$6,000,000 is truly an investment not only for our children, but for all of North Dakota's citizens. (Grunewald, Rob & Rolnick, Arthur, "Early Childhood Development: Economic Development with a High Public Return," *The Region* 17, no. 4 Supplement (December 2003): 6-12. And Heckman, James; Grunewald, Rob & Reynolds, Arthur. "The Dollars and Cents of Investing Early: Cost-Benefit Analysis in Early Care and Education." *Zero to Three* 26, no. 6 (July 2006):10-17.)

The North Dakota Association for the Education of Young Children strongly supports educating all of North Dakota's young children. Please support HB 1373.

January 28, 2011

Dear Legislators,

I have noted HB 1373 is being considered. I write in support of this bill. Many reasons can be given to support this bill but I would like to write briefly about three points for your consideration. I am writing as a voting citizen of North Dakota who moved from Cleveland, OH where I worked as an educator and a Department Head of Child Life Education Programs in its large county hospital-Metro General.

First, if you look at the dropout rate in North Dakota you will note it is low especially in communities where they have strong Head Start Programs. Some studies recently have said Head Start does not give children an edge later in life but these studies are often based on large studies done in big cities. My personal experience both in Ohio and now in North Dakota made me aware of the fact you cannot compare the quality of programs. North Dakota programs have excellent teachers and demand high accountability in educational opportunities and the use of funding to attain the goals being set for the students. This judgment is based on personal experiences related to students involved through the Mayville State University Program.

Next, North Dakota is developing into more than an agricultural state. If we hope to develop and maintain citizens out in the western part of the state we must provide supportive services and that includes early childhood programs like Head start. Also as the larger cities grow with private businesses and some of the surrounding smaller towns that the city workers like to live in quality child care becomes an important asset. North Dakota is considered to have a high quality of life standard which includes reasonable housing, decent salaries, good medical care and education. Education starts earlier with Head Start.

Finally, in my role as the head of a small community food pantry, I know many of our clients who have special needs youngsters and / or lack resources requiring them to often work outside the home. The local Head Start program is giving these families a way to insure their children will get the best services. Their hope often expressed is education will help their children get out of the circle of poverty.

North Dakota has a chance of leading the country in their support of their youngest citizens by supporting HB 1373. What better way do you the legislators have a way of showing the importance of our future workers in this state. Please do support and pass HB 1373. Thank you.

Sincerely,

Frances Evanson,

14496 6th ST NE ,Portland, ND 59274, evex@polarcomm.com.



TESTIMONY ATTACHMENT 9

Dear Madame Chairperson Kelsch and Members of the House Education Committee,

I am writing to urge you to support HB 1373 which would provide state funding to expand the Head Start program. Head Start has made a difference in the life of my child and my family.

My name is Kari Roller, and I am the mother of a child who attended Head Start, and the mother of a child who did not have that opportunity. I am forever grateful for the opportunity my son Jayce received to attend Head Start back in 2006. I was a single mother at that time and wanting nothing but the best for my child! He attended Head Start for 2 years and enjoyed every moment of it! I was truly blessed to have been able to attend class with him on several different occasions and watch him learn and interact with his peers. He learned so much in those two years, and I would give ANYTHING for my other children to have the same opportunity that he had.

After getting married, we were no longer eligible to send my second child to Head Start, and therefore had to pay for private pre-schooling for him. I have noticed that children show much more interest in learning, when the High Scope Curriculum is used because it's not "work" to them. It was the GERMS (Goals – Experiences – Roles – Materials – Sounds) that Jayce learned from the most.



CALL FOR ACTION – HB 1373 – STATE FUNDING TO EXPAND HEAD START ENROLLMENT

Jayce is a “Star Student”. All of his teachers comment on how intelligent he is, how well behaved and how much more mature he is than most of his other classmates. We have also been told that he is a very positive role model to his classmates, and most of them look up to him. For this, I feel blessed! Jayce is an active Cub Scout in our Local Pack 116. He earned Top Salesman of Pack 26 last year, his first year, as a Tiger Cub Scout selling over \$2,600 worth of popcorn and earning a college scholarship.

I know parenting plays a role in development, but I also feel strongly that he learned a lot of this from Head Start as well. “Kind Hands, Kind Mouth, and Kind Feet” is still a rule we have at our house, thanks to Head Start!

Jayce has learned strong developmental skills that help him set goals and be able to achieve them. This is what Head Start is all about! Jayce loves to read, work on math problems, and wants to be a “doctor” when he grows up. Jadyn likes to eat snack, play with his friends, write and wants to be an “animal doctor”. It is my wish that someday, every child have the opportunity to attend Head Start, no matter, age, race or income level. EVERY child deserves a Head Start!

For the future of our children, I urge you to please support HB 1373 and make an investment in tomorrow.

Sincerely,

Kari Roller

SUBMITTED TESTIMONY

ATTACHMENT 10

Testimony
House Bill No. 1373-Education Committee
Representative RaeAnn Kelsch, Chairman
February 2, 2011

Chairman Kelsch, members of the Education Committee, I am Keith H. Gustafson, Director of Special Education for the Northern Plains Special Education Unit in Crosby. Thank you for this opportunity to provide testimony to House Bill 1373 designed to appropriate moneys from the general fund in the state treasury to the Department of Human Services for the purpose of providing grants to federally designated Head Start programs in this state.

I have been the Director of Special Education for a very rural population of school districts in the northwest corner of the state for the past 19 years. Serving in that capacity, I have witnessed first hand the devastating impact of poverty, limited stimulation in home environments, and the impact of crisis situations on families and the young children in those homes. Most of the communities that I serve have no private or public preschools and in many cases no licensed childcare facilities. The children are often cared for by extended family members or "babysitters" providing unlicensed childcare. Many of these children enter kindergarten with absolutely no preschool experience, unprepared to learn, and lacking in the necessary language, attention, and social skills to succeed in the school setting.

Since part of my job is to identify and locate young children (birth to age 5) who are disabled or "at-risk" to fail in school, I have worked hard to establish local early childhood teams of professionals (referred to as Village teams) in each of our school district communities to provide screening and assessment services for young children listed on the school districts census. We have established a network of programs including in-home screening programs, a computer based tracking program, and collaborative agreements with other service providers in the communities served by our Village Teams. The most frustrating component of this mission is to identify a very young child who resides in an "at-risk" home and then not be able to identify or arrange appropriate intervention services for the child. All of the communities that I serve are geographically located 50-100 miles from a regional center so all services including medical, social support services, and developmental disabilities can be referred to the regional Infant Development Programs in Minot, Devils Lake, or Williston, there are just no services for the young children who are mildly at-risk or environmentally at-risk. The sad part of this dilemma is that this is the group of children for whom early intervention can literally offset the impact of risk factors and prevent subsequent school failure and placement in special education.

One of the agency advocacy strategies that I have used over the past 20 years has been to lobby for regional Head Start programs to begin addressing the needs of our rural populations through expansion efforts. The data on the efficacy of Head Start is compelling. I have a Power Point presentation that shows that the early intervention services provided through Head Start, the incidence of placements in special education can be reduced by 25% and that society will realize a conservative estimate of a 25% reduction in crime. The data shows that Head Start graduates do significantly better in school, have a higher graduation rate, have far fewer criminal arrests, and receive significantly higher grades in school in all areas including verbal abilities, intelligence, reading, math, and social skills. My collaborative efforts with Head Start have been successful in the communities of Lignite, Stanley, Mohall, and Bottineau. The Minot Head start has been extremely responsive to our plight and has done everything possible to secure expansion grants to serve our rural communities.

Obstacles to this strategy have been limitations in federal Head Start expansion funds over the years, willingness of regional Head Start programs to establish the rural areas as a priority since many of our regional programs have lengthy waiting lists, and the income guidelines for eligibility. I still do not have a Head Start Program in Divide County. Other school districts (communities) with at-risk preschoolers who would receive significant benefit from a Head Start classroom are Powers Lake, Bowbells, Westhope, and Newburg. In each of the communities cited we have 3 and 4-year-old children who are at-risk and have no appropriate community based services. Another program with proven effectiveness is the Early Head Start Program. Although I have provided consultation to the Early Head Start Program in Minot for several years, I have been unsuccessful in securing out-reach Early Head Start services in any of our communities. I spent an afternoon in one of the school districts and met three delightful "at-risk" children. One little boy was removed from his natural home because of meth used and has been placed with his grandparents. He is a meth baby and has all the reported characteristics including emotional adjustment difficulties. Another young child is distraught and emotionally unstable because of living in an under-stimulated home environment and then losing his single mother in a car accident at age 3 and being placed in a different home with people he didn't know. After one year, he began adjusting to his new life with his grandparents and then at age 4 lost his grandfather from a heart attack. This young man is now back at the starting point. These young boys, and countless others, will fail upon entry into kindergarten if appropriate preschool experiences such as are afforded by Head Start are not made available.

The future of our nation is at risk if we do not reverse the current downward spiral of allowing the increasing impact of poverty and social deprivation to impact the lives of our future. Allowing this to happen does not make good fiscal sense. In the Power Point presentation that I have on *Efficacy in Early Intervention*, I have shown the saving that society can realize if investments are made in early intervention. Using a conservative estimate of 25% reduction in placement in special education and 25% reduction in incarceration, the savings to the citizens of North Dakota would be very significant.

- The legislature budgeted approximately \$60.5 million for the 2009-2011 biennium for excess special education costs. Based on an anticipated 25% reduction in special education, the savings to the state would amount to approximately \$15.1 million per biennium or \$7.55 million per year.
- The North Dakota legislature budgeted \$235 million dollars for the Department of Corrections and Rehabilitation for the 2009-2011 biennium. Based on an anticipated 25% reduction in crime as the result of early intervention, the savings to the state would amount to \$58.7 million per biennium or \$29.4 million per year.

Although the current bill under consideration is asking for \$3 million dollars per year, this is a very conservative request considering that it is being requested for a program that has the potential to save the citizens of North Dakota \$36.7 million dollars annually. I know of no other investment that provides such a high rate of return. The only concern is that we have to wait 5-10 years to realize our savings. But it is a very sound investment in the future of our children.

February 1, 2011

Dear Legislators,

First, thank you for considering House Bill 1373, which would fund Head Start services for the many children on waiting lists throughout the state of North Dakota.

As the parent of three girls who have attended Early Head Start and Head Start, I have personally witnessed the benefits Head Start provides. As an example, my daughter, Kayli, was born at 26 weeks and struggled with health problems, speech delays, and socialization. She entered Early Head Start when she was two, and Head Start staff worked with Kayli, providing us direct help and therapy as well as referrals for other services such as a dentist. When it was time for Kayli to graduate into the Head Start program, staff worked actively to make the transition as smooth as possible. Well-trained Head Start teachers and program managers made Kayli feel welcome and engaged her in many activities.

When it was time for Kayli to graduate from Head Start and move on to Kindergarten, staff and others were in contact with Kayli's new school, sending them test results and other key pieces of information that would assist in making Kayli's Kindergarten experience a success. Head Start not only gave Kayli handwriting and educational skills, but social skills and speech skills, as well.

The benefits of participation in Head Start go beyond the child, extending to the family as a whole. As the parent of children in Head Start, I was invited to participate in many different activities such as the Policy Council. The Policy Council is a group of elected Head Start parents as well as members from the community, which include professionals from social service agencies. As a member of the Policy Council, I learned valuable skills that still benefit me today: leadership skills, working as a team member, and advocating for others.

My personal experience with Head Start is reflected in years of carefully executed research, which show that Head Start programs benefit children and families in many ways. Different studies note that the programs provide measurable educational benefits; a higher level of social-emotional development; \$9 in social benefits for every dollar invested in the program; health benefits such as reduced mortality rates among participants, more likely to be immunized, and a higher number of children who regularly visit the dentist.

Research validates my experience as a parent, showing shows that parents who participate in a Head Start program are found to have a "greater quality of life satisfaction; increased confidence in coping skills; and decreased feelings of anxiety, depression, and sickness." (Parker, F., Piotrkowski, C. and Peay, L. 1987).

Please carefully consider your vote on House Bill 1373. Your help and support in the effort to bring services to those on the waiting list is crucial. We as a society can only benefit from investing in our state's vulnerable children.

Thank you for your time and consideration.

Jeanne Fosmark

415G 22nd St E

West Fargo, ND 58078

jmfosmark@yahoo.com

February 2, 2011

Testimony for HB 1373

Chairperson Kelsch and Members of the House Education Committee,

My name is Tim Hathaway, Executive Director of Prevent Child Abuse North Dakota. Our organization exists for the purpose of eliminating child maltreatment in its various forms.

Head Start is a proven program that works for children and their families. Children that receive the education, health, nutrition and family services Head Start provides are better equipped as they enter school and the larger world. Families that cannot access Head Start often are left with few choices for finding quality care for their child. State support of Head Start services builds North Dakota's capacity to address the needs of families.

Thank you for your support HB 1373.

Milnor Public School District No. 2

530 5th Street - P.O. Box 369

Milnor, ND 58060-0369

Phone (701) 427-5237 - Fax (701) 427-5304

Diann Aberle, Superintendent & Assistant Elementary Principal

Ned Clooten, High School Principal & Activities Director

Betsy Buckhouse, Elementary Principal

To: Representative RaeAnn Kelsch
House Education Committee Chair
From: Diann Aberle, Superintendent
Date: January 28, 2011
Re: HB 1373

Dear Rep. RaeAnn Kelsch, House Education Committee, and others;

I am the School Superintendent for the Milnor Public School District No. 2, which includes Milnor's K-12 student population of 190 and Sundale Hutterite Colony School's K-8 student population of 40. I am in full support of House Bill 1373 to provide an appropriation for federally designated Head Start programs in North Dakota.

The Milnor community is in southeast ND and is primarily in a rural area. Milnor has been deemed an "underserved Head Start area" due to the fact that: Milnor does not have a hospital; Milnor does not have a full time physician; the Child Food and Nutrition Program shows a 36% of eligibility for free and reduced school meals; and 30% of families are low-income or poverty level. All children would therefore automatically qualify for Head Start. However, there currently is no funding to open another Head Start site in Milnor or to provide services to the Sundale Hutterite Colony children. The Hutterite Colony children enter Kindergarten with a very limited background as they speak only German until such time as they enter school. The language barrier presents one problem, but in addition, the Hutterites are a sectarian group that lives communally in a very closed religious society. Students lack general experiences since they rarely interact with the general population and, coupled with the Limited English Proficiency, lag behind the students on the ND State Assessments in Reading.

According to the 2010 Fall edition of Scholastic Administrator, "Head Start Works, Study Shows" article:

"Head Start results in significant improvements in a wide variety of educational outcomes and life outcomes, such as increased high school graduation rates, fewer grade repetitions, fewer kids going into special education classes, higher vocabulary levels, and better emotional development."

Were another Head Start added in our area I foresee the children at both Milnor School and Sundale Colony School reaping the benefits of having school readiness through a Head Start Program. I urge you to consider passing House Bill no. 1373.

David, Donna & Megan Martin
1440 West Gateway Circle
Fargo, North Dakota 58103
(701) 280-0901

January 28, 2011

State Rep. Rae Ann Kelsch, Chair
House Education Committee
North Dakota House of Representatives
North Dakota State Capitol
Bismarck, North Dakota 58505

Dear Representative Kelsch and House of Representatives/Education Committee members:

This letter is written in support of HB 1373, a Bill for an Act to provide an appropriation for federally designated Head Start programs in the State. As I understand it, this bill introduced by Representatives Kaldor, Hawken, N. Johnson and Mueller and by Senators Wardner and Mathern, will be heard by your House Education Committee next Wednesday, February 2nd at 9 a.m.

I am a former educator and human services administrator who subsequently served and retired as a chamber of commerce CEO, where I was involved on a local, state and national basis in both education and workforce development issues and programs. In these roles, I learned first-hand the importance of education and training, child care, housing and transportation for current and potential workers.

If enacted, HB 1373 would appropriate funds to the North Dakota Department of Human Services for the purpose of providing grants to federally-designated Head Start programs in the state based on application and criteria that include the number of low-income or at-risk children and families that a program can serve, a program's design, service area and accessibility to eligible children and families, and a programs' coordination and interaction with licensed child care programs and school systems.

It is a current and unfortunate fact that most fourth and eighth grade students in the United States are not proficient in either reading or math, that thirty percent of students fail to graduate from high school within four years and that many who do graduate are not fully prepared for post-secondary education or entry into and success within our 21st century workforce. In fact, it has been estimated that roughly one-half of the U.S. workforce is not equipped to obtain or advance in jobs paying sustainable wages.

A study by the Federal Reserve Bank of Minneapolis, which serves our region, has concluded that investing in early childhood development yields a much higher return than most government-funded economic development initiatives and that these pre-school programs can succeed if they focus on at-risk children, encourage parental involvement and establish a long-term commitment. The President of the Federal Reserve Bank of Richmond has reached similar conclusions and notes that individuals who have appropriate educational training tend to have higher annual incomes as well.

Since its beginning in 1965 as part of President Lyndon Johnson's War on Poverty, the goal of the national Head Start program has been to boost school readiness for low-income children by providing services that include pre-school education, health care, nutrition services and parental education.

As I understand it, Head Start programs in North Dakota already serve nearly 2,500 income-eligible children, with more than 500 others still in need of services and assigned to program waiting lists.

North Dakota is apparently one of 10 of the 50 United States that makes no state investment in pre-school or Head Start programs, and HB 1373 would change that. The return on investment to the State of North Dakota could be as high as \$ 18 for every \$ 1 invested, according to a national study that shows that pre-school programs like Head Start can improve student academic success, reduce juvenile delinquency and out-of-home placement, adult incarceration and even teenage pregnancy. This would seem to be an excellent investment on the part of the State and the North Dakota Legislature.

Thank you for your consideration of HB 1373 next Wednesday. Please do give the bill a Do Pass vote.

Sincerely,

 *David Martin*

David K. Martin, M.Ed., CCE
North Dakota citizen, parent and taxpayer

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1245

Page 2, line 28, remove the overstrike over "~~and the gross receipts from the leasing or renting of a hotel or motel room or~~"

Page 2, line 29, remove the overstrike over "~~tourist court accommodations~~"

Page 2, line 30, remove the overstrike over "~~for periods of thirty or more consecutive days~~"

Renumber accordingly

House Education Committee
Chairman Layton Freborg
Testimony on HB 1373
March 15, 2011

Chairman Freborg and members of the House Education Committee, for the record, I am Representative Lee Kaldor, District 20. I am pleased to be here today to introduce HB 1373 and seek your favorable consideration for a bill which I believe will pay dividends long into the future for our great state.

HB 1373, as amended provides \$1,000,000 appropriation to the Department of Human Services for grants to federally designated head start programs throughout North Dakota and is contingent upon demonstration that a matching amount has been received from non-state sources.

To be eligible, Head Start programs must meet application criteria as is stated in subsection 1 of the bill. These criteria focus on the number of low-income or at-risk children and families that the program will serve, accessibility to eligible children and families, coordination and interaction with licensed child care programs as well as public and non-public schools, and demonstrate in their proposals innovative ways of addressing identified needs of eligible children and families.

To be eligible for such grants, the head start program must be in compliance with all head start performance standards to ensure quality.

Finally, the Department of Human Services will be responsible for monitoring the grants and providing oversight of the head start programs receiving such grants.

The first question that any legislator would naturally ask in a situation like this is Why should we do this? Why should this be one of our priorities? We have plenty of pressing needs and even though our coffers seem full, they are never the less limited. So, what is the case for expansion of head start in North Dakota?

Today, I believe that we have a unique opportunity and a need that merits our attention. Head Start is part of the infrastructure in our state that provides tangible and positive outcomes that I will talk about in a minute. Head Start is also a piece of our infrastructure that demonstrates a real need as well.

First, let me talk about the opportunity. Head Start is several decades old and has been the subject of countless studies. Much of the research indicates that quality head start programs provide valuable public benefits. Children who have access to quality early learning opportunities can overcome risk factors that affect their success in school and in life. The success of the children served will lead to a more competitive workforce and larger tax base, while reducing public expense in special education, public assistance, and crime control or the cost of corrections.

The research done by Rob Grunewald and Art Rolnick of the Federal Reserve Bank of Minneapolis provides compelling evidence that the return from quality Early Childhood Development programs like

#1 1373

head start returns as much as 16% per year on every dollar invested. I had the opportunity to hear Mr. Rolnick four years ago when he spoke here in Bismarck. I thought his presentation was compelling.

Head Start has a positive impact on our public education as well. I have already mentioned the positive effects regarding special education, but the research indicates that reductions in grade retention and increased graduation rates also result from investment in head start.

You will hear testimony today about the efforts being made and the positive results that are derived from head start programs and our local school districts working together to provide high quality pre-school services that wouldn't exist without these partnerships.

It is also important to note that academic success is not the only benefit derived from quality head start programming. Head Start programs also focus on parental education and involvement, health, dental, mental health and nutrition as well.

So, if head start pays, is there really a need? Do we have enough eligible children to justify expansion of our head start programs with state resources?

Right now, head start is serving approximately 2,350 income eligible children in North Dakota. But, North Dakota has a waiting list of over 500 children and families still in need of these services.

Much of this need happens to be in places that you might not expect. Just as our infrastructure in the oil patch is in dire need of rebuilding, our working families and new arrivals to the western region of our state are adding pressure for more pre-school support and head start in particular. You will hear about that too, I'm sure.

If we can invest as much as \$370 million on infrastructure and impact in the oil patch, it seems that a small portion can be justified to ensure that families who need the help that head start can provide are able to access such help.

You will hear from those here to testify to the need and the benefit. Let me just add that with the rapidly changing society we live in and the rapidly changing economy we enjoy, our mobile society and those who come here from other states will expect pre-school support and will find that it either does not exist, or that it is at full capacity.

Let me close by likening this investment to the Legacy fund. Investing in our children now, will be worth much more than the dollars that collect minimal interest in a bank account. If we truly want a long lasting legacy of our earnest efforts, we should devote ourselves to the cause of our children.

I would like to reference letter to the Fargo Forum from retired Air Force General Keith Bjerke which is attached and testifies to the importance of Head Start programs to national security.

Thank you for your consideration of HB1373.

Lee Kaldor

#1 HB 1373



The Forum of Fargo-Moorhead

Home News Food Opinion Life Sports Business Celebrations Centuries Columns Agriculture Classifieds Events

Published March 10, 2011 12:00 AM

Security depends on education

As a retired general who is very concerned about the current state of our educational system, I was struck by Federal Reserve Chairman Ben S. Bernanke's recent comments opposing federal cuts to education programs, especially early learning programs.

By: Keith Bjerke, Fargo

As a retired general who is very concerned about the current state of our educational system, I was struck by Federal Reserve Chairman Ben S. Bernanke's recent comments opposing federal cuts to education programs, especially early learning programs.

As Bernanke put it, "The payoffs of early childhood programs can be especially high." By increasing graduation rates, these programs provide a major boost to our economy, the chairman noted.

I would add that high-quality early learning programs also help ensure our long-term national security. Consider this: At present, 75 percent of young adults are not able to join the military, according to Defense Department estimates, and our troubled educational system is one of the leading reasons why military service is out of reach for so many young Americans. At least one in four high school students nationwide does not graduate on time, and of those who do graduate and seek to join the Army, nearly one in four cannot enlist because they score too low on the military's basic exam for math, literacy and problem solving.

Fortunately in North Dakota, 84 percent of high school students graduate on time, well above the national average, but nationally we are facing a serious education crisis that threatens our national security. That is why I am among more than 200 retired generals and admirals who are urging our elected leaders in Congress to maintain funding for early learning programs like Head Start.

We need to do all we can to ensure that our children, especially at-risk kids, have the opportunity to succeed in school and later in life. We cannot allow the dropout crisis to become a national security crisis.

Bjerke is a retired major general in the U.S. Air Force, and a retired North Dakota State University vice president.

Tags: opinion, letters, education

#1 HB1373

House Bill 1373 Testimony

Senate Education Committee

March 15, 2011

Good morning Chairman Freborg and members of the Senate Education Committee. My name is Allison Driessen and I am the Program Director of Early Explorers Head Start, a grantee agency of the Towner-Granville- Upham School District. I am testifying in support of House Bill 1373.

The purpose of my remarks is to provide a brief overview of Head Start, the impact of early childhood education, and the changing demographics of families in North Dakota.

Since its beginning in 1965, Head Start's goal has been to boost the school readiness of low-income children. Based on a whole child model, the program provides comprehensive services that include:

- *Research based preschool education;
- *Medical, dental and mental health care;
- *Nutrition services; and
- * Support to parents to foster their child's development

There are fourteen Head Start programs in North Dakota serving 2,348 income eligible children in North Dakota. A map of North Dakota Head Start program service areas and classroom locations is located on page five. Head Start programs collaborate with school districts, childcare, universities and other community partners to provide services in areas as small as Medina and Anamoose and as large as Grand Forks and Fargo. There are over 120 Head Start classrooms in North Dakota.

The Head Start Federal Income Guidelines is located on page six. To be eligible for enrollment, families must complete an application, which scores families based on income, age of child, risk factors and family demographics to determine which families have the greatest need for services. As of the end of January 2011, there are 809

House Bill 1373 Testimony

Senate Education Committee

March 15, 2011

income eligible children on waiting lists across the state of North Dakota. The waiting list numbers by program is located on page seven.

What happens in early childhood can influence a lifetime of learning for every child. Research supports high-quality pre-kindergarten programs as an effective strategy to improve education achievement. Studies show that children who attend high quality pre-kindergarten programs enter kindergarten with better language, reading, math and social skills. They have fewer grade retentions, less remediation, higher standardized scores and higher graduation rates.¹ The North Dakota Head Start Investment 2011 Legislative Session Document on page eight and Investing in Our Future North Dakota Head Start on page nine provide supporting research on benefit to cost ratio, long-term effects of Head Start and the state specific data. Dr. Sharon Hansen will address these issues in her testimony.

Head Start curriculum and environments are research based and focus on development through child directed experiences that provide play based opportunities for exploration, problem-solving skills, and flexibility and encourage a love of learning. The Head Start Child Development and Early Learning Frameworks are located on page ten. The Framework outlines the essential areas of development and learning that are used by Head Start programs to establish school readiness goals for children, monitor progress, align curriculum and conduct program planning.

The composition of North Dakota families has changed considerably. Both parents are working full time jobs or working multiple part time jobs. According to the

¹ National Research Council and Institute of Medicine (2000) From neurons to neighborhoods: The science of early childhood development. Committee on Integrating the Science of Early Childhood Development. Jack P. Shonkoff and Deborah A. Phillips, eds. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press

House Bill 1373 Testimony

Senate Education Committee

March 15, 2011

North Dakota State Data Center, North Dakota tied with Nebraska for the highest multiple job-holding rates in the nation since 2008. The reasons for multiple job holding are varied and include part-time work, low wages, limited benefits, underemployment and seasonal work. We are a mobile society driven by employment. Families are moving to North Dakota expecting preschool supports and finding they do not exist, are at full capacity or they cannot afford the services.

The original version of House Bill 1373 requested \$6.125 million dollars for the biennium. This would provide services for 450-500 children per year at \$6000 per child for 2 years. This number is a projection, as grant applications will request funding for services that meet the needs of the respected community. Costs of full day, half day, double session or collaborating with existing programs vary greatly. The remaining \$125,000 would cover administrative costs of the Department of Human Services State Head Start Collaboration Office to cover expenses for the request for proposals announcement, grant application review and awards, minimal startup expenses and administering the expansion projects over the biennium. State funding of Head Start will not offset federal funding but expand to meet the unmet need of communities. I urge the Senate Education to reinstate the original request of \$6.125 million to reach the maximum number of children.

The revised version of the bill will provide new opportunities to 65-75 children per year. As stated in the previous section, the total number of children will be based on the grant proposals based on the needs of the individual communities.

Head Start programs are monitored by the Head Start Federal Performance Standards mandating compliance of over 2,000 regulations. In addition to the Head Start Performance Standards, programs are required to meet all applicable state and

House Bill 1373 Testimony

Senate Education Committee

March 15, 2011

federal laws including Office of Management and Budget regulations, state health and safety codes, USDA regulations, Labor Department, and any other regulations specific to the grantee. Head Start programs are responsible to be compliant with approximately 5,000 regulations. Programs complete an annual assessment, have an onsite monitoring on a triennial cycle and are responsible for monthly, quarterly and annual reporting requirements.

As the academic achievement stakes continue to rise, policy makers must recognize that preparing children for school is a shared responsibility between the parents and the community. In a majority of communities across North Dakota high quality, early childhood education opportunities do not exist. The support of the Senate Education Committee will be a first step in ensuring that children and families can overcome risk factors and succeed in school and in life. The success of every child translates to a more competitive workforce, a greater tax base while reducing public expense in special education costs, public assistance, crime control and lost taxes.

Thank you for the opportunity to testify on behalf of House Bill 1373. I welcome any questions from the Senate Education Committee.

Allison Dybing-Driessen
Early Explorers Head Start
701 Main Street North
Towner, ND 58788

Testimony
House Bill No. 1373-Education Committee
Senator Layton Freborg, Chairman
March 15, 2011

Chairman Freborg, members of the Education Committee, I am Keith H. Gustafson, Director of Special Education for the Northern Plains Special Education Unit in Crosby. Thank you for this opportunity to provide testimony to House Bill 1373 designed to appropriate moneys from the general fund in the state treasury to the Department of Human Services for the purpose of providing grants to federally designated Head Start programs in this state.

I have been the Director of Special Education for a very rural population of school districts in the northwest corner of the state for the past 19 years. Serving in that capacity, I have witnessed first hand the devastating impact of poverty, limited stimulation in home environments, and the impact of crisis situations on families and the young children in those homes. Most of the communities that I serve have no private or public preschools and in many cases no licensed childcare facilities. The children are often cared for by extended family members or "babysitters" providing unlicensed childcare. Many of these children enter kindergarten with absolutely no preschool experience, unprepared to learn, and lacking in the necessary language, attention, and social skills to succeed in the school setting.

Since part of my job is to identify and locate young children (birth to age 5) who are disabled or "at-risk" to fail in school, I have worked hard to establish local early childhood teams of professionals (referred to as Village teams) in each of our school district communities to provide screening and assessment services for young children listed on the school districts census. We have established a network of programs including in-home screening programs, a computer based tracking program, and collaborative agreements with other service providers in the communities served by our Village Teams. The most frustrating component of this mission is to identify a very young child who resides in an "at-risk" home and then not be able to identify or arrange appropriate intervention services for the child. All of the communities that I serve are geographically located 50-100 miles from a regional center so all services including medical, social support services, and developmental disabilities can be referred to the regional Infant Development Programs in Minot, Devils Lake, or Williston, there are just no services for the young children who are mildly at-risk or environmentally at-risk. The sad part of this dilemma is that this is the group of children for whom early intervention can literally offset the impact of risk factors and prevent subsequent school failure and placement in special education.

One of the agency advocacy strategies that I have used over the past 20 years has been to lobby for regional Head Start programs to begin addressing the needs of our rural populations through expansion efforts. The data on the efficacy of Head Start is compelling. I have a Power Point presentation that shows that through the early intervention services provided by Head Start, the incidence of placements in special education can be reduced by 25% and that society will realize a conservative estimate of a 25% reduction in crime. The data shows that Head Start graduates do significantly better in school, have a higher graduation rate, have far fewer criminal arrests, and receive significantly higher grades in school in all areas including verbal abilities, intelligence, reading, math, and social skills. My collaborative efforts with Head Start have been successful in the communities of Lignite, Stanley, Mohall, and Bottineau. The Minot Head start has been extremely responsive to our plight and has done everything possible to secure expansion grants to serve our rural communities.

Obstacles to this strategy have been limitations in federal Head Start expansion funds over the years, willingness of regional Head Start programs to establish the rural areas as a priority since many of our regional programs have lengthy waiting lists, and the income guidelines for eligibility. I still do not have a Head Start Program in Divide County. Other school districts (communities) with at-risk preschoolers who would receive significant benefit from a Head Start classroom are Powers Lake, Bowbells, Westhope, and Newburg. In each of the communities cited we have 3 and 4-year-old children who are at-risk and have no appropriate community based services. Another program with proven effectiveness is the Early Head Start Program. Although I have provided consultation to the Early Head Start Program in Minot for several years, I have been unsuccessful in securing out-reach Early Head Start services in any of our communities. I spent an afternoon in one of the school districts and met three delightful "at-risk" children. One little boy was removed from his natural home because of meth use and has been placed with his grandparents. He is a meth baby and has all the reported characteristics including emotional adjustment difficulties. Another young child, age 3, is distraught and emotionally unstable because of living in an under-stimulated home environment and then losing his single mother in a car accident at and being placed in a different home with people he didn't know. After one year, he began adjusting to his new life with his grandparents and then at age 4 lost his grandfather from a heart attack. This young man is now back at the starting point. These young boys, and countless others, will fail upon entry into kindergarten if appropriate preschool experiences such as are afforded by Head Start are not made available.

The future of our nation is at risk if we do not reverse the current downward spiral of allowing the increasing impact of poverty and social deprivation to impact the lives of our future. Allowing this to happen does not make good fiscal sense. In the Power Point presentation that I have on *Efficacy in Early Intervention*, I have shown the saving that society can realize if investments are made in early intervention. Using a conservative estimate of 25% reduction in placement in special education and 25% reduction in incarceration, the savings to the citizens of North Dakota would be very significant.

- The legislature budgeted approximately \$60.5 million for the 2009-2011 biennium for excess special education costs. Based on an anticipated 25% reduction in special education, the savings to the state would amount to approximately \$15.1 million per biennium or \$7.55 million per year.
- The North Dakota legislature budgeted \$235 million dollars for the Department of Corrections and Rehabilitation for the 2009-2011 biennium. Based on an anticipated 25% reduction in crime as the result of early intervention, the savings to the state would amount to \$58.7 million per biennium or \$29.4 million per year.

Although the current bill under consideration is asking for \$3 million dollars per year, this is a very conservative request considering that it is being requested for a program that has the potential to save the citizens of North Dakota \$36.7 million dollars annually. I know of no other investment that provides such a high rate of return. The only concern is that we have to wait 5-10 years to realize our savings. But it is a very sound investment in the future of our children and our state.

Tim Hass
Head Start Parent
Testimony

Dear Chairperson Freborg and the Senate Education Committee,

I am writing to urge you to support HB 1373 which would provide state funding to expand the Head Start program. Head Start has made a difference in the life of my child and my family.

Our son Carson was accepted into Head Start in 2008. Carson had significant delays. We never thought Head Start would apply to us as we did not meet the low income guidelines. Carson was very anxious about new things and struggled with activities that other children had no problem with. Head Start did an amazing job of helping him overcome his fears, teaching him manners, giving him structured environment.

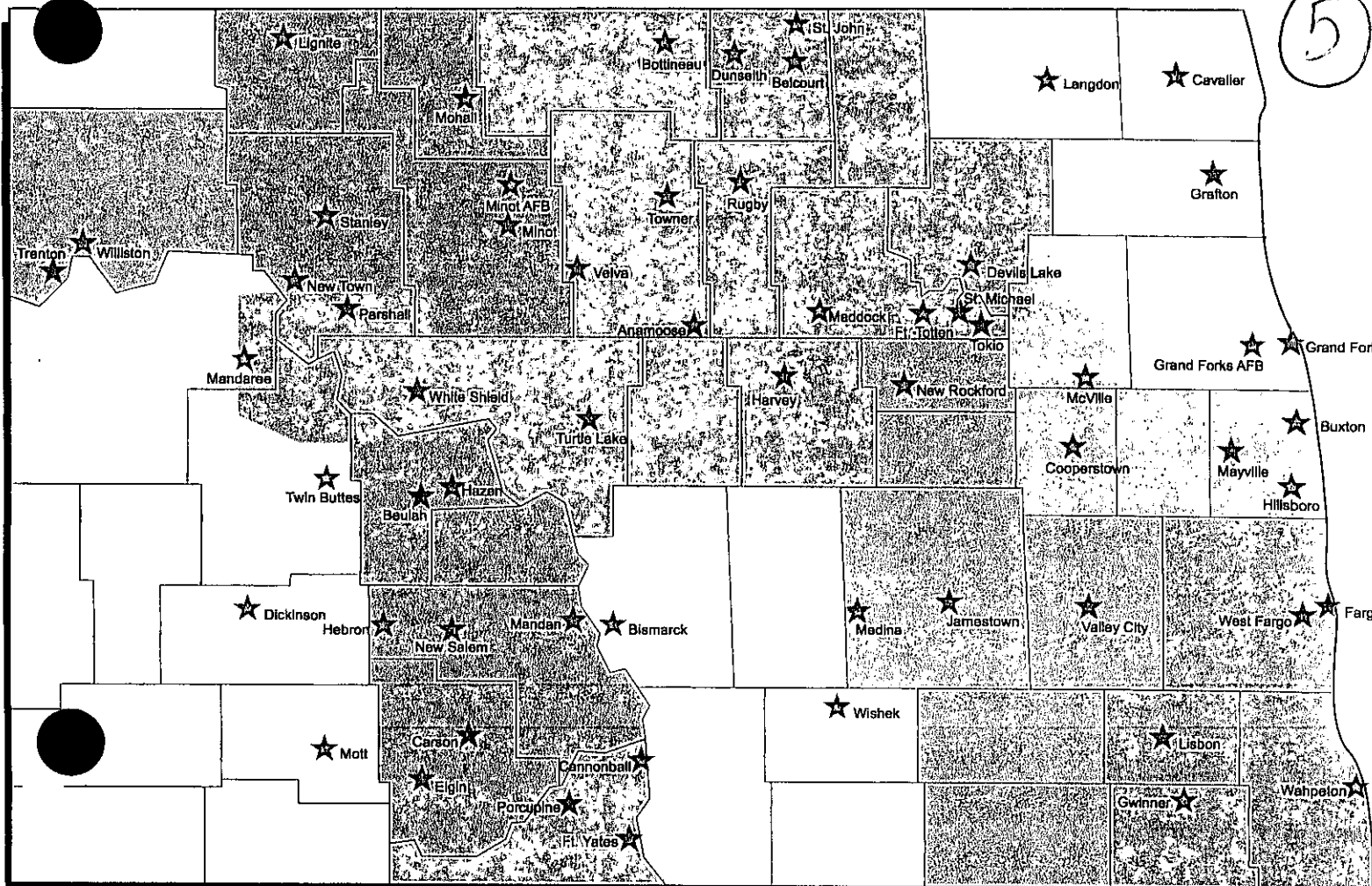
Head Start strives for parent involvement. As parents Vicki and I are Carson's advocates and our experiences with Head Start have helped us develop a better understanding of his educational needs.

Carson's delays were so severe that he was eligible at 2 years old to be admitted into an institution. Currently Carson is 6 and attends kindergarten where his delays are very minor and he passes developmental evaluations. Carson would absolutely not be where he is today if it were not for the Head Start Program.



North Dakota Head Start Centers

5



| Program Name | Grantee | Program Director | Phone Number | # of Children |
|---|------------------------------------|--------------------|-------------------------|---------------|
| Williston-Trenton Head Start | Williston Public Schools | Julie Quamme | 701-572-2346 | 115 |
| Three Affiliated Tribes Head Start | Three Affiliated Tribes-Fort Yates | Kelly Bradfield | 701-627-4820 | 163 |
| Minor Head Start | Minor Public Schools | Cheryl Ekblad | 701-857-4688 | 270 |
| Turtle Mountain Head Start | Turtle Mountain | Jennifer Ramey | 701-477-0260 | 330 |
| Early Explorers Head Start | TGO School District-Towner | Allison Driessen | 701-537-5409 | 216 |
| Spirit Lake Head Start | Spirit Lake Tribe-Ft. Totten | Becky Larson | 701-766-4070 | 100 |
| Grand Forks Head Start | GF Public Schools-Grand Forks | Priscilla Mitchell | 701-746-2433
Ext.812 | 357 |
| Mayville State University
Child Development Programs | Mayville State University | Allison Johnson | 701-788-4868 | 80 |
| SENDCAA Head Start | SENDCAA Community Action-Fargo | Barry Nelson | 701-235-8931 | 309 |
| Dickinson Community
Action Head Start | Community Action-Dickinson | Dr. Sharon Hansen | 701-227-3010 | 152 |
| St. River Head Start | Hill Incorporated-Mandan | JoAnn Brager | 701-667-8668 | 168 |
| Standing Rock Head Start | Standing Rock Tribe-Fort Yates | Camelita Bear-Ribs | 701-854-7250 | 257 |
| Bismarck Early Childhood
Education Programs (BECEP) | Bismarck Public Schools-Bismarck | Laurel Nybo | 701-323-4400 | 231 |
| Community Action VI Head Start | Community Action-Jamestown | Tammy Hoggarth | 701-252-1821 | 198 |

NOTE: The poverty guideline figures below are NOT the figures the Census Bureau uses to calculate the number of poor persons. The figures that the Census Bureau uses are the poverty thresholds.

2011 HHS Poverty Guidelines

| Persons
in Family | 48 Contiguous
States and
D.C. | Alaska | Hawaii |
|---------------------------------------|--|---------------|---------------|
| 1 | \$10,890 | \$13,600 | \$12,540 |
| 2 | 14,710 | 18,380 | 16,930 |
| 3 | 18,530 | 23,160 | 21,320 |
| 4 | 22,350 | 27,940 | 25,710 |
| 5 | 26,170 | 32,720 | 30,100 |
| 6 | 29,990 | 37,500 | 34,490 |
| 7 | 33,810 | 42,280 | 38,880 |
| 8 | 37,630 | 47,060 | 43,270 |
| For each
additional
person, add | 3,820 | 4,780 | 4,390 |

SOURCE: *Federal Register*, Vol. 76, No. 13, January 20, 2011, pp. 3637-3638

HB 1373

(6)

| North Dakota Head Start Waiting Lists
As of January 28, 2011 | | Income Eligible Waiting List
(Family's income is below 100%
of the poverty guidelines) | Waiting List
(Family has applied for Head
Start but is not being served) |
|---|--|--|--|
| Bismarck BECEP Head Start | | 26 | 97 |
| Community Action Agency Region VI 0-5 Head Start | | 49 | 38 |
| Dickinson Early Childhood Center/Community Action Head Start | | 37 | 36 |
| Early Explorers Head Start | | 39 | 32 |
| Grand Forks Head Start Program | | 143 * | 132 |
| Mayville State University Child Development Programs | | 19 | 10 |
| Minot Public Schools Head Start | | 157 | 31 |
| SENDCAA Head Start | | 304 * | 73 |
| West River Head Start | | 35 | 59 |
| Williston/Trenton Head Start | | 5 | 10 |
| TOTALS | | 809 | 508 |

* Programs primarily serve 4-year-old children. Applications for three-year-old children are not promoted because it is very unlikely they will be served. Number of "Income Eligible" families on their waiting lists would be significantly increased if applications were received from all families with three-year-old children.

H31373





NEED FOR NORTH DAKOTA HEAD START EXPANSION

Since its beginning in 1965 as a part of the War on Poverty, Head Start's goal has been to boost the school readiness of low-income children. Based on a whole child model, the program provides comprehensive services that include:

- preschool education;
- medical, dental, and mental health care;
- nutrition services; and
- support to parents to foster their child's development.

From 2000 to 2008, the child poverty rate in North Dakota has not improved:

- The population of children ages 0-5 in North Dakota, 2008, was 49,439. The number of children ages 0-4 living in poverty in North Dakota, 2008, was 8,269. North Dakota KIDS COUNT 2010 Fact Book
- In 2000, the number of mothers in the labor force in North Dakota with children ages 0-5 was 32,942 or 76.1%. North Dakota KIDS COUNT 2010 Fact Book
- At least 90% of families enrolled in Head Start must meet the poverty income guidelines. The income guidelines during 2010 are \$22,050 for a family of four.

Head Start serves 2,348 income eligible children in North Dakota. **ND Head Start has a waiting list of over 500 children and families still in need of services.**

State Funded Head Start will ensure that North Dakota's at risk children are academically ready to enter into kindergarten and support parents as the primary educators of their children through involvement, education and transition to the workforce.



FUTURE LEADERS

NORTH DAKOTA FUNDING COMPARED TO OTHER STATES

North Dakota is one of only 10 states that make no state investments in preschool or Head Start.

<http://preknow.org/votescount/index.cfm>

WHY INVEST IN HEAD START?

Policymakers rarely view early childhood development as economic development. They should. Careful academic research demonstrates that tax dollars spent on ECD provide extraordinary returns compared with investments in the public, and even private, sector. The potential return from a focused, high-quality ECD program is as high as 16 percent per year. "Early Childhood Development on a Large Scale," June 2005, Rob Grunewald and Art Rolnick's proposal for investment in early childhood education. Rob Grunewald, Regional Economic Analyst and Arthur J. Rolnick, Senior Vice President and Director of Research, 1985-2010, The Federal Reserve Bank of Minneapolis.



WHY INVEST IN HEAD START?

The state of North Dakota will benefit from a more productive workforce, increased competitiveness, reduced crime, increased school achievement and significant return on investment in savings in K-12 education, social services and crime costs and increased tax revenue.

- **The November 2004 follow-up study on the Perry Preschool Program 40 years after its inception calculates the total benefit-cost ratio at \$17 for every dollar invested, confirming that the benefits of Early Childhood Development services continue well into adulthood.**

Children are significantly less likely to have been charged with a crime than their siblings who did not participate in Head Start. Garces et al. (2002, September). Longer-Term Effects of Head Start, 1011.

- **Research suggests that Head Start reduces childhood obesity.** Frisvold, D. (2007, January). Head Start Participation and Childhood Obesity. Paper presented at the Allied Social Science Association Meetings, Chicago, IL
- **HS children are at least eight percentage points more likely to have had their immunizations than those children who did not attend preschool.** Currie, J. and Thomas, D. (1995, June). Does Head Start Make a Difference? The American Economic Review, 85(3): 360.
- **A higher proportion of Head Start parents reported that their 3-year-old children were either in excellent or very good health as compared with those parents who did not have children enrolled in Head Start.** Currie, J. and Thomas, D. (1995, June). Does Head Start Make a Difference? The American Economic Review, 85, 3: 360

"My son attended Head Start for 2 years. Head Start taught me how to parent and taught my son he was a special and important person and that the world was a better place because he was in it. Today my Head Start son owns his own law firm and I was able to obtain my Bachelor of Science and Master of Science degrees in Nursing."

Mary Lee Anderson, Parent
Minot Head Start

HEAD START
CHANGES LIVES

- **Reliable studies have found that Head Start children experience increased achievement test scores and that Head Start children experience favorable long-term effects on grade repetition, special education, and graduation rates.** Barnett, W. (2002, September 13). The Battle Over Head Start: What the Research Shows. Presentation at a Science and Public Policy Briefing Sponsored by the Federation of Behavioral, Psychological, and Cognitive Sciences; Garces, E., Thomas, D. and Currie, J. (2002, September). Longer-Term Effects of Head Start. American Economic Review, 92(4): 999.
- **Young women who have experienced a quality early childhood program are one-third less likely to have out-of-wedlock births.** High/Scope Educational Research Foundation. Significant Benefits: The High/Scope Perry Preschool Project.

Now is the time for North Dakota to build on existing federal/local partnerships and funding of effective Head Start services. North Dakota can create a path to its future prosperity by investing in our greatest asset and highest potential – our children!

Investing in Our Future: North Dakota Head Start

February 2011

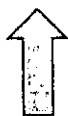
Getting Kids Ready for School

Head Start's mission is to **promote school readiness** by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families.



A Wise Return on Investment

The National Conference of State Legislators recently published a brief highlighting evidence that early education is an economic investment. They cite Art Rolnick of the Minneapolis Federal Reserve Bank, Nobel Prize winner James Heckman, and the latest findings from the Perry Preschool longitudinal study. These sources indicate that at-risk children (as are all children in poverty) who receive high-quality early childhood education are:



- more likely to be literate by third grade
- more likely to graduate from high school
- more likely to be employed as an adult



- less likely to need special education
- less likely to be retained in first grade
- less likely to be arrested

Harvard's Center on the Developing Child found that three of the most rigorous long-term studies of early childhood programs for low-income children report returns between \$4 and \$9 for every dollar invested in these programs. They argue that positive experiences before children enter school lead to better outcomes than do remediation programs at a later age - and will be more cost effective.

Human Capital - Necessary for Economic Growth

The Federal Reserve Bank's Art Rolnick advocates investing in human capital through education. As Rolnick says, "Early Childhood Development should be high on any economic development list. We know a high-quality workforce will lead to economic growth." Early childhood education is important because early experiences affect the construction of the maturing brain and can have a lasting effect on later learning, behavior, and health.

"Conventional economic development is usually focused on what's the next new company we're going to bring to town. Real economic development comes from developing our workforce and the development of a high-quality workforce starts at birth."

Art Rolnick, Federal Reserve Bank



Great Needs in Prosperous Times

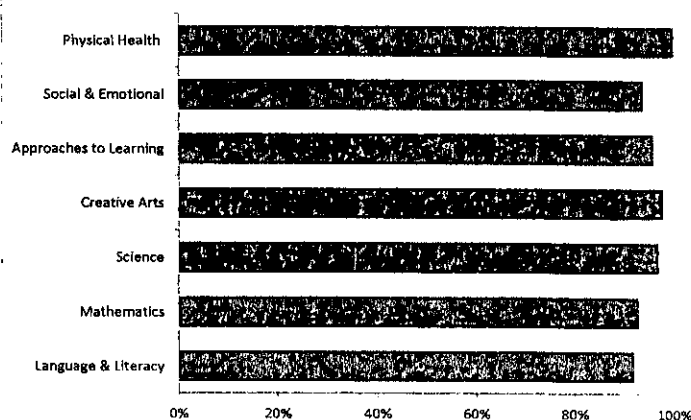
The Census Bureau estimates that 18% of North Dakota children ages 0-4 lived in poverty in 2009. That entails 7,679 children - similar to the total number of all children ages 0-4 in Burleigh, Morton, and Barnes counties combined. In addition, from 2009 to 2010, North Dakota's SNAP (formerly Food Stamps) participants ages 0-18 grew 9% and Free and Reduced Price Lunch recipients grew by 7%.

Effective, Successful Programs

Head Start teachers encourage students' development in several mandated areas, including language and literacy, mathematics, science, creative arts, approaches to learning, social and emotional growth, and physical health. Head Start enrollees' progress is recorded at least three times a year. The chart to the right provides one example of North Dakota Head Start's success. The vast majority of Bismarck Head Start children reached the highest expected stage of annual development in 2009-10.

There is ample evidence of the success of Head Start on the national level. For example, Head Start children are significantly more likely to complete high school and attend college than their siblings who did not attend Head Start. For this and other findings see http://www.nhsa.org/research/research_bites.

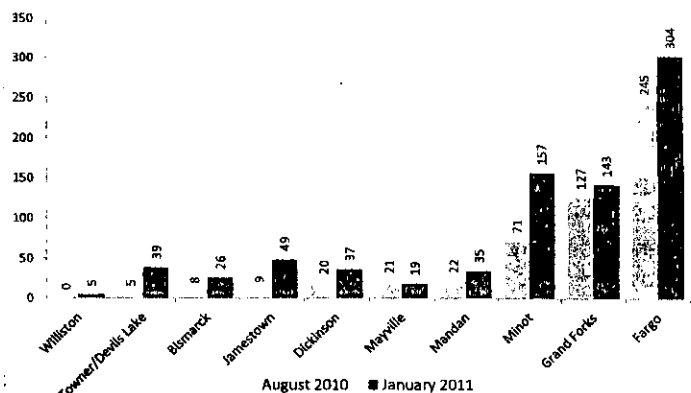
Percent of Bismarck Head Start Students Who Obtained the Highest Expected Stage of Annual Development, 2009-10



Waiting Lists are Growing in North Dakota

Many children living in families with incomes below poverty are waiting for an opportunity to participate in Head Start. In August 2010, 528 children were unable to enroll due to limited Head Start funding. By January 2011, there were 814 children across North Dakota waiting for an opening in Head Start programs.

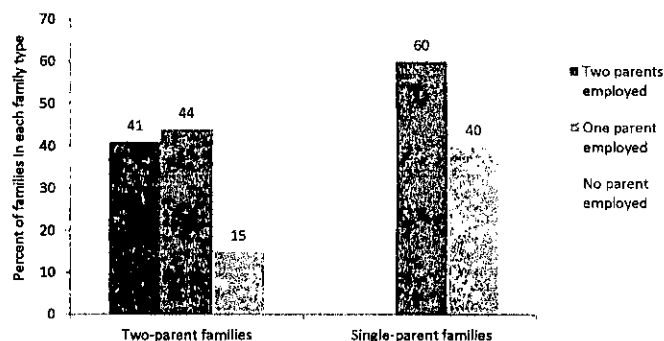
Number of Children Living in Families with Incomes Below Poverty who are on Head Start Waiting Lists, August 2010 and January 2011



Head Start Families are Often Working-Poor Families

Most parents who have children in North Dakota Head Start are employed. These families are part of the "working poor" in our state. In 2009-10, both parents were employed in 41% of two-parent Head Start families and an additional 44% of these two-parent homes had one parent employed. In 15% of two-parent Head Start families, both parents were not working due to unemployment, retirement, or disability. Three in five (60%) single parents with children in Head Start programs were employed. In 2009-10, single parents headed 51% of Head Start families in North Dakota.

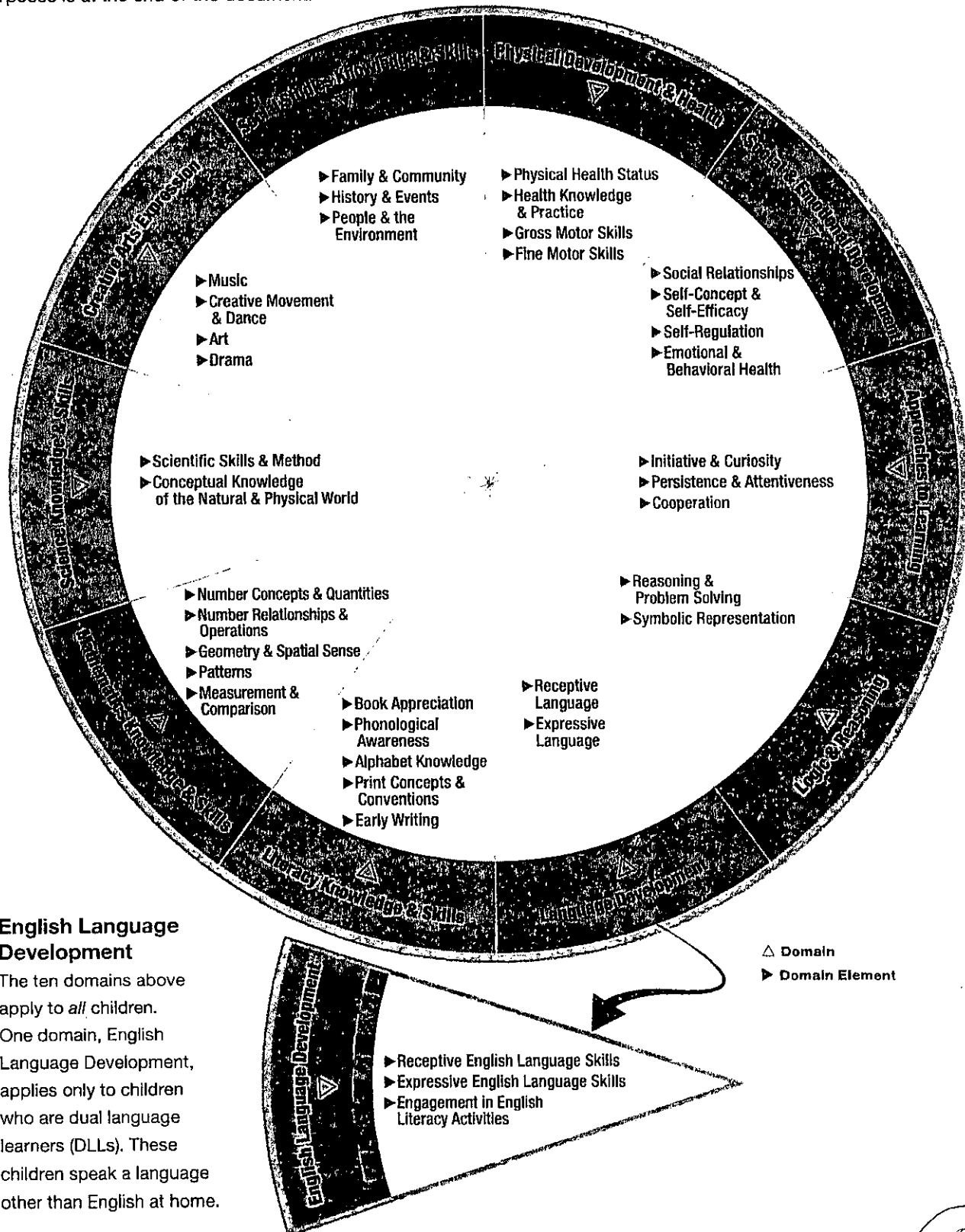
Families with Children Enrolled in Head Start by Family Type and Parental Employment Status, 2009-10



Resources: Head Start Program Information Report, 2009-10; North Dakota Head Start Association; Art Rolnick; <http://www.childrenofthecode.org/interviews/rolnick.html>; National Conference of State Legislators; <http://www.ncsl.org/Default.aspx?tabid=16436>; Center on the Developing Child at Harvard University; <http://www.developingchild.harvard.edu>; U.S. Census Bureau Small Area Income and Poverty Estimates; North Dakota State Data Center Economic Brief; ND Department of Human Services

FIGURE 1: The Head Start Child Development and Early Learning Framework

These domains △ and domain elements ► apply to all 3 to 5 year olds in Head Start and other early childhood programs, including dual language learners and children with disabilities. A black and white figure for reproduction purposes is at the end of the document.



English Language Development

The ten domains above apply to *all* children. One domain, English Language Development, applies only to children who are dual language learners (DLLs). These children speak a language other than English at home.



**CALL FOR ACTION – HB 1373 – STATE FUNDING TO EXPAND HEAD START
ENROLLMENT**

Good Morning Chairman Freborg and Members of the Senate Education Committee,

My name is Sharon Hansen and I am the Director of the Community Action Partnership Head Start program serving the eight southwestern counties of North Dakota. I am here today testifying in support of House Bill 1373.

Dr. Jack Shonkoff, Director of the Center of the Developing Child at Harvard University said, "The Foundation of a Successful Society Is Built in Early Childhood." His research found:

- Strong association between children's cognitive skills before they enter kindergarten with achievement in elementary and high school.
- High school completion can even be predicted based on general cognitive ability in the preschool years. (National Research Council and Institute of Medicine. 2000, *Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, D.C.: National Academy Press.)

We are at a unique crossroad of unprecedented economic development and we have an incredible opportunity we have to invest in North Dakota's future. We all take very seriously our responsibilities as stewards of our state's resources while building the infrastructure critical to sustain our economic viability. We must not forget that a critical component of that infrastructure is the well being of our youngest citizens.

I have passed out a letter from Dennis Johnson, Chief Executive Officer, TMI Corporation who has stated:

The Dickinson community is experiencing a significant impact from the oil development in Western North Dakota. All indications are that the magnitude of this impact will continue to escalate. On balance oil development is good for Western North Dakota and Dickinson. However, it is not good for the most vulnerable citizens, the elderly on fixed income and the very young whose parent(s) may not be employed by the oil industry. Living expenses are high in Dickinson especially housing. Head Start early education provides an opportunity for the vulnerable young to be more successful in life.

Families moving into our state for employment are seeking high quality services for their children. One of those services we are asked about time and time again is, "Where are your preschools?" Families have demonstrated a range of emotions when told they must find and pay for a private preschool if one exists in the area they live and they can afford the tuition or face the realization that they will not be able to provide their preschool child with a true "head start".

#11 HB1373

North Dakota preschool children are less likely than other children in our nation to attend early education programs. Early childhood special education and Head Start programs serve only 25% of 4-year old children and 17% of 3-year old children in North Dakota (*The state of preschool: 2009 State preschool yearbook*. New Brunswick, NJ: Rutgers, The State University of New Jersey, National Institute for Early Education Research.)

The 809 families on the Head Start wait lists across North Dakota do not have the economic means to pay for preschool tuition. These children enter school at risk for achieving the high standards all schools are being held to. Children in the lowest socioeconomic group have average cognitive scores that are 60% below those of the most affluent groups upon entry into kindergarten. Studies have shown that the achievement gap between disadvantaged and advantaged children widens as they move through school in spite of extra tutoring, summer school, or special education services that require significant state and local funding. (Davison, et al., 2004).

We have a classic case of "Pay me now or Pay me later" developing before our eyes. The national cost of failing to provide at least two years of early childhood education has been estimated at \$100,000 for every child born into poverty. Comprehensive preschool programs like Head Start improve early learning and development while decreasing school failure, crime, and delinquency. Economists have estimated a 25% savings from a reduced need for special education and services from the criminal justice system. (Committee of Economic Development. 2006. *The Economic Promise of Investing in High-Quality Preschool: Using Early Education to Improve Economic Growth and the Fiscal Sustainability of States and the Nation.*)

Here are some troubling facts:

- 1 of 6 U.S. children faces a developmental disability problem before age 18.
- Fewer than 50% are identified before they start school.
- Total costs of services begun at birth were \$37,273.
- Total cost between \$46,816 and \$53,340 if services were not begun until age 6. (Barbara Gebhard, Zero to Three, 2009)

Approximately 20% children enrolled in North Dakota Head Start programs have disabilities requiring special education services. The North Dakota Head Start programs have collaborated with the local school districts in many communities to provide those needed special education services that have allowed these children with disabilities to narrow the achievement gap **BEFORE** they entered kindergarten. This has resulted in an enormous cost savings to school districts when they have not need to provide intensive special education services for the remaining thirteen years of that child's public education.

#11 H01373

For example, during the last program year, the Community Action Head Start program was able to dismiss 12 preschool children from special education before they entered kindergarten. These children had attended Head Start for two to three years and received a comprehensive preschool learning experience, including the necessary special education services that allowed them to "catch up" to their nonhandicapped peers before they entered kindergarten.

During the last biennium, the North Dakota legislature budgeted \$60.5 million for excess special education costs. Based on an anticipated 25% reduction in special education as the result of comprehensive preschool programs like Head Start, the saving to the state could have amounted to approximately \$15.1 million per biennium.

During that same biennium, the North Dakota legislature budgeted \$172.70 million for the Department of Corrections and Rehabilitation. Based on an anticipated 25% reduction in crime as the result of comprehensive preschool programs like Head Start, North Dakota could have enjoyed a \$43.2 million savings per biennium.

In our neighboring state of Minnesota, the Bush Foundation supported the Wilder Research study. This study found that it cost the state \$42 million of per-pupil money annually because of students dropping out before graduation and another \$24.4 million annually for special education and grade repetition costs that could be attributed to children entering kindergarten under prepared.

North Dakota's economic future depends on our children getting off to the right start. House Bill 1373 is asking for an investment in our state's future. This investment promises high returns and has the potential to save the citizens of North Dakota \$29 million annually. Today, we would be hard pressed to find any other type of investment with that level of return. As James Heckman, a Nobel Prize winning economist has demonstrated from his work on human capital, an investment during the preschool years yields a significantly greater return than an investment during any other time of a child's life.

North Dakota's Head Start programs are willing to do their part in leading North Dakota into a successful and prosperous future! This morning you will hear testimony from the National Head Start Parent of the Year who just happens to reside in North Dakota and whose three sons have each attended Head Start. Kyle Adolf from Dickinson North Dakota will share not only what Head Start has done to prepare his sons for kindergarten but what Head Start has done to support him in reaching some very lofty goals. Kyle is a wonderful example of what Head Start parents do so well – He gives back to the community! On behalf of the Head Start eligible children and families across the state, I strongly urge the support of House Bill 1373.

Thank you for your time.

11 HB1373

Head Start Research: As researchers, we offer some facts about Head Start that are worth remembering: Head Start improves the odds and the options for at-risk kids for a lifetime. Kids that have been through Head Start and Early Head Start are healthier, more academically accomplished, more likely to be employed, commit fewer crimes, and contribute more to society.

Simply put: Head Start works. It's been proven. Head Start improves the odds and the options for at-risk kids for a lifetime. Kids that have been through Head Start and Early Head Start are healthier, more academically accomplished, more likely to be employed, commit fewer crimes, and contribute more to society.

Studies of Head Start programs found that Head Start increases educational achievement: raising test scores, decreasing the need for children to receive special education services and making it less likely that children will repeat a grade.¹ Head Start graduates are also more likely to graduate from high school and attend college.²

Head Start's impact on child health is impressive. Likely because of its required medical screenings, vaccinations, and emphasis on nutrition, Head Start reduces by as much as 50 percent the mortality rates for 5- to 9-year-olds.³ A Head Start child is 19 to 25 percent less likely to smoke as an adult.⁴

Head Start parents receiving health literacy decreased annual Medicaid costs by \$232 per family.⁵

Head Start graduates are 12 percent less likely to be booked or charged with a crime.⁶ This reduction translates into savings for crime victims, local, state, and federal governments, and the American taxpayer.

National Impact Study of Head Start found that children attending Head Start made significant cognitive and socio-emotional gains compared with the control group children during the Head Start year and were in better health compared to the control group children.⁷

And it is not just the at-risk kids who benefit. Head Start and Early Head Start also provide **improved parenting skills and practices.⁸** Head Start's emphasis on parental involvement contributes to the upward mobility of Head Start parents by helping to move them out of poverty,⁹ and that **Early Head Start parents are much more likely to participate in job training programs and more likely to have a job.¹⁰** At a time when unemployment rate is hovering close to 10%, Head Start and Early Head Start are critical gateways to employment.

Multiple studies demonstrate that Head Start is an astoundingly smart investment. For every \$1 invested in Head Start, we get a Return On Investment (ROI) ranging from \$7 to \$9. ¹¹

Edward Zigler, Ph.D.
Sterling Professor of Psychology, *Emeritus* Director Emeritus, The Edward Zigler Center in Child Development and Social Policy
Yale University

#11 HB 1373

Margaret Burchinal, Ph.D.
 Senior Scientist
 Frank Porter Graham Child Development Institute
 The University of North Carolina at Chapel Hill

Janet Currie, Ph.D.
 Sami Mnaymneh Professor of Economics
 Columbia University

Cynthia Garcia Coll, Ph.D. Charles Pitt Robinson and John Palmer Barstow Professor Professor of
 Education, Psychology & Pediatrics Brown University

Thelma Harms, Ph.D. *Scientist Emeritus*
 Frank Porter Graham Child Development Institute
 The University of North Carolina at Chapel Hill

Alice Sterling Honig, Ph.D.
 Professor Emerita of Child Development
 Syracuse University

Sharon Lynn Kagan, Ed.D.
 Lilian G. Katz, Ph.D. Professor Emerita & Co-Director of the Clearinghouse on Early Education
 and Parenting University of Illinois

Richard Lambert, Ph.D.
 Professor
 University of North Carolina at Chapel Hill

Faith Lamb-Parker, Ph.D.
 Professor
 Bank Street College of Education

Kathleen McCartney, Ph.D.
 Dean & Gerald S. Lesser Professor in Early Childhood Development
 Harvard Graduate School of Education

Peggy Daly Pizzo, M.Ed.
 Senior Scholar
 Stanford University

C. Cybele Raver, Ph.D.
 Director, Institute of Human Development and Social Change
 New York University

Deborah Stipek, Ph.D.
 James Quillen Dean of the School of Education and Professor
 Stanford University

11 HB1373

Deborah Lowe Vandell, Ph.D. Professor and Chair of the Department of Education University of California, Irvine

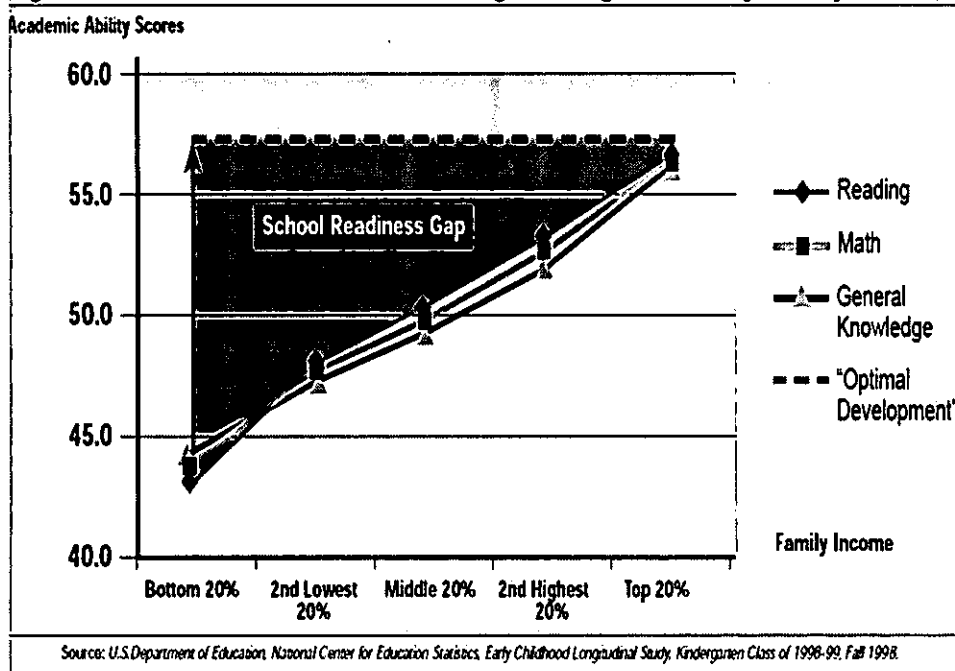
Adam Winsler, Ph.D.
Professor of Applied Developmental Psychology
George Mason University

Hiro Yoshikawa, Ph.D.
Professor of Education
Harvard University

- 1 Barnett, W. (2002, September 13). The Battle Over Head Start: What the Research Shows. Presentation at a Science and Public Policy Briefing Sponsored by the Federation of Behavioral, Psychological, and Cognitive Sciences; Barnett, W. and Hustedt, J. (2005). Head Start's lasting benefits. *Infants & Young Children*, 18 (1): 16-24; Ludwig, J. and Miller, D. (2007). Does Head Start improve children's life chances? Evidence from a regression discontinuity design. *The Quarterly Journal of Economics*, 122 (1): 159-208.
- 2 Ludwig, J. and Miller, D. (2007). Does Head Start improve children's life chances? Evidence from a regression discontinuity design. *The Quarterly Journal of Economics*, 122 (1): 159-208.
- 3 Ibid.
- 4 Anderson, K.H., Foster, J.E., & Frisvold, D.E. (2009). Investing in health: The long-term impact of Head Start on smoking. *Economic Inquiry*, 48 (3), 587-602.
- 5 Herman, A. (2005, Fall). Making a Difference in Head Start Families' Health Care. *Dialog Briefs*, 9(1): 4.
- 6 Garces, E., Thomas, D. and Currie, J. (2002, September). Longer-Term Effects of Head Start. *American Economic Review*, 92 (4): 999-1012
- 7 US Department of Health and Human Services. (2010, January). Head Start Impact Study Final Report – Executive Summary. The control group children were supposed to only consist of children who did not receive Head Start services, but a significant proportion of the control group received Head Start services anyway.
- 8 US Department of Health and Human Services. (2010, January). *Head Start Impact Study Final Report*; U.S. Department of Health and Human Services. Administration for Children and Families. (2004). *Making a difference in the lives of infants and toddlers and their families: The impacts of Early Head Start, Volume I*. Washington, DC.
- 9 Oyemade, U., V. Washington, and D. Gullo. (1989). The Relationship between Head Start Parental Involvement and the Economic and Social Self-Sufficiency of Head Start Families. *Journal of Negro Education*. 58, 1, 13.
- 10 U.S. Department of Health and Human Services. Administration for Children and Families. (2004). *Making a difference in the lives of infants and toddlers and their families: The impacts of Early Head Start, Volume II: Final technical report appendices*. Washington, DC.
- 11 Ludwig, J. and Phillips, D. (2007). The Benefits and Costs of Head Start. *Social Policy Report*. 21 (3: 4); Meier, J. (2003, June 20). Interim Report. Kindergarten Readiness Study: Head Start Success. Preschool Service Department, San Bernardino County, California.

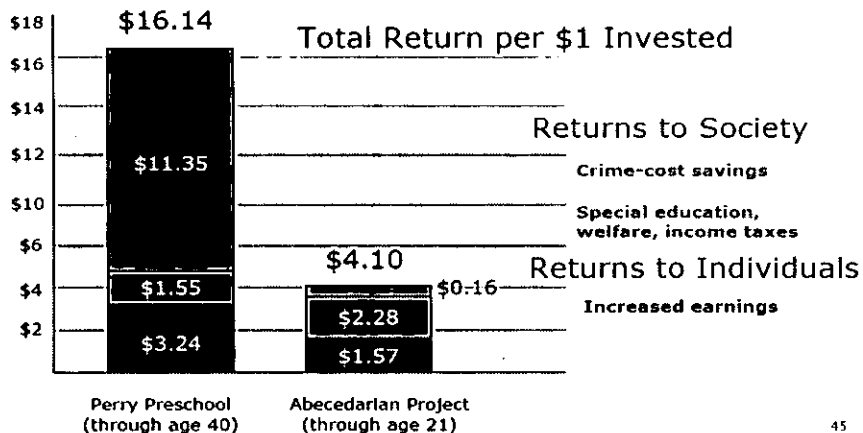
#11 HB1373

Figure 2. Academic Abilities of Entering Kindergarteners by Family Income

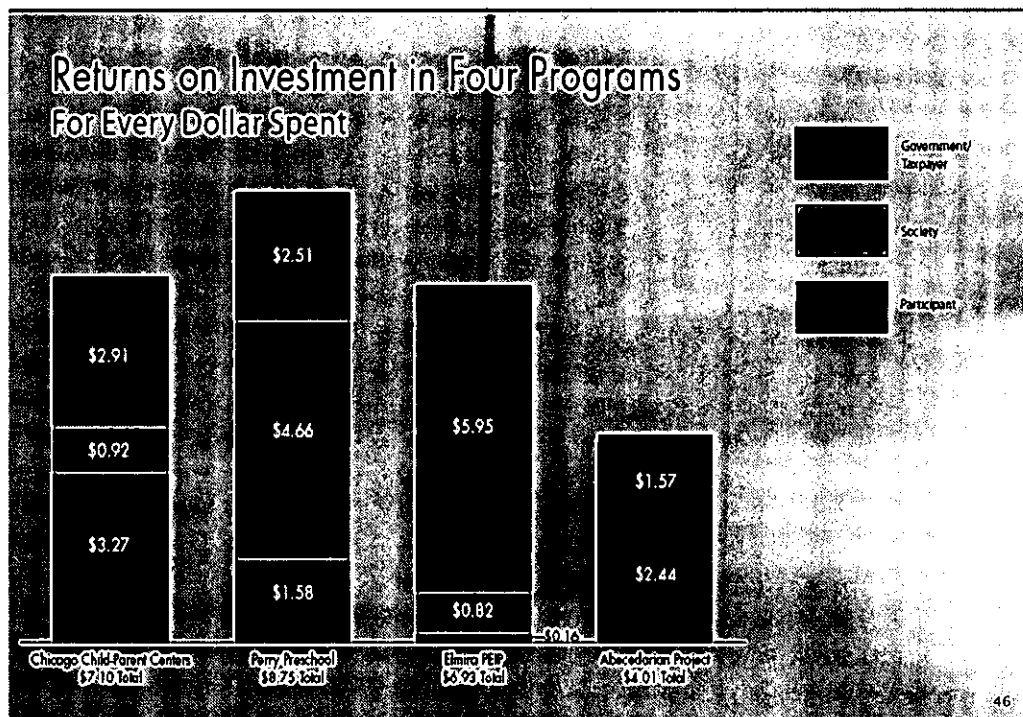


NATIONAL FORUM ON EARLY CHILDHOOD PROGRAM EVALUATION

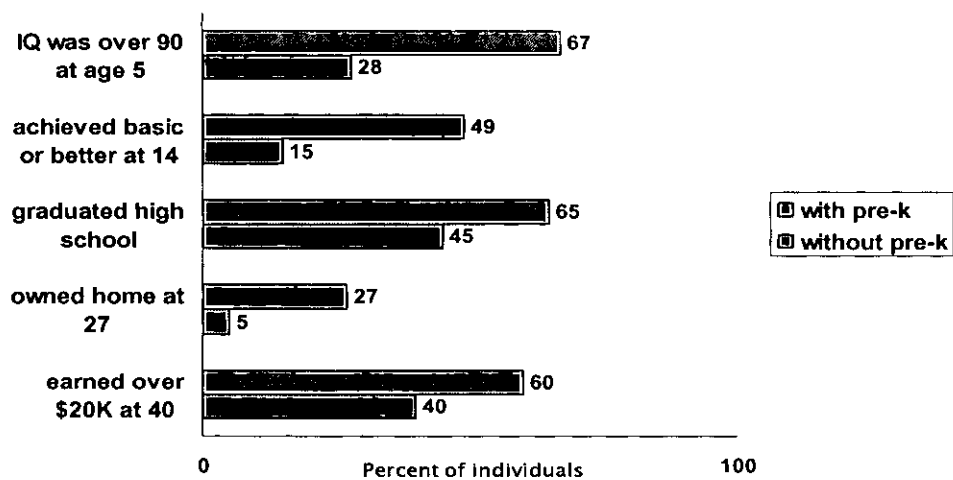
Cost/Benefit for Two Early Childhood Programs
(Dollars returned for each dollar invested)



#11 HB1373



Pre-K is a gift that keeps on giving

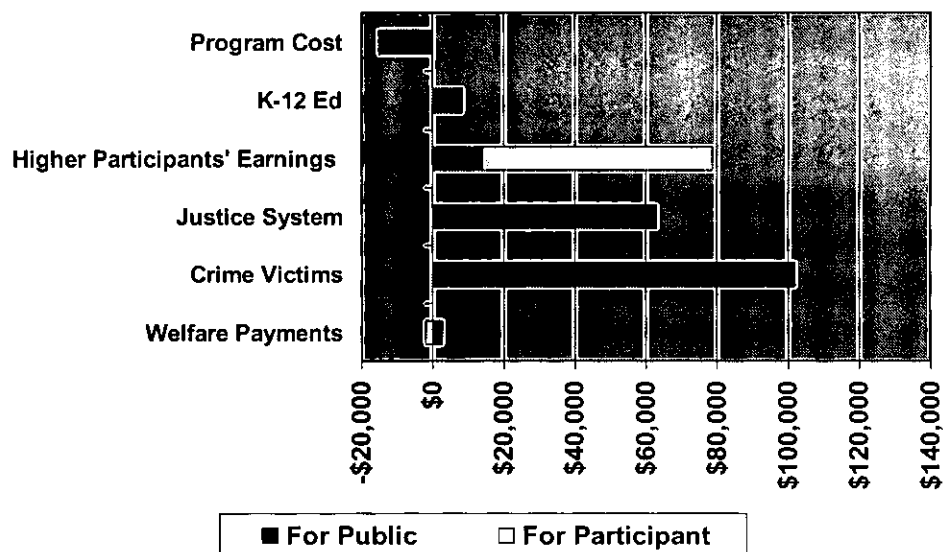


High/Scope Perry Preschool Study Through Age 40, 2004

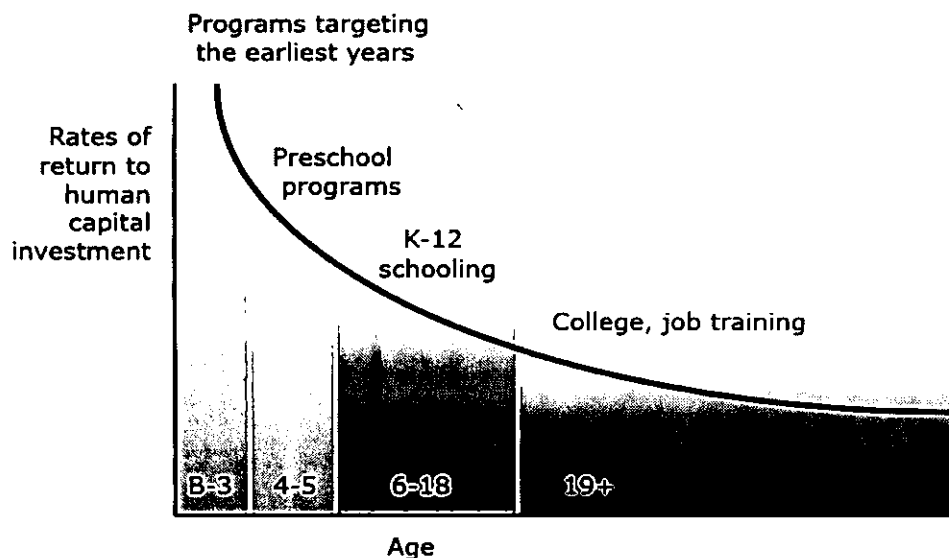
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#11 HB1373

Perry Preschool Costs and Benefits Over 62 Years



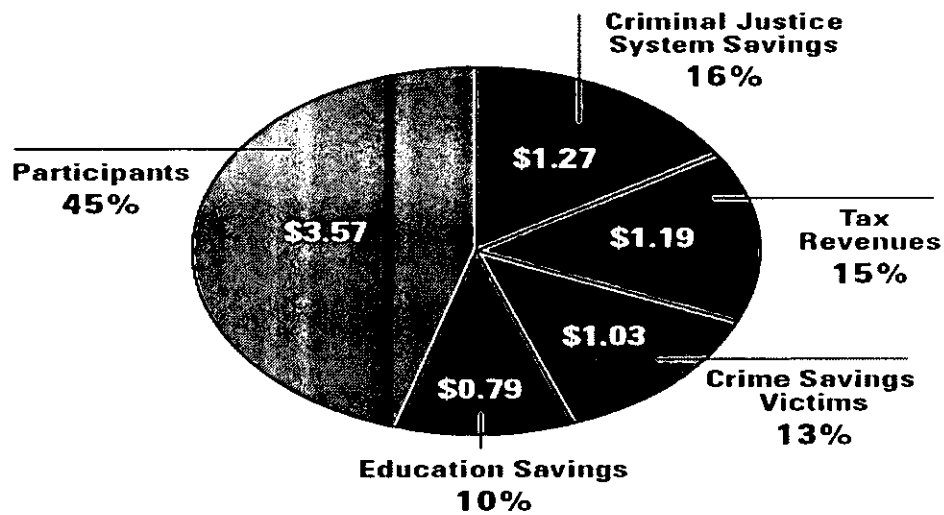
Preventive Intervention is More Efficient and Produces More Favorable Outcomes Than Later Remediation



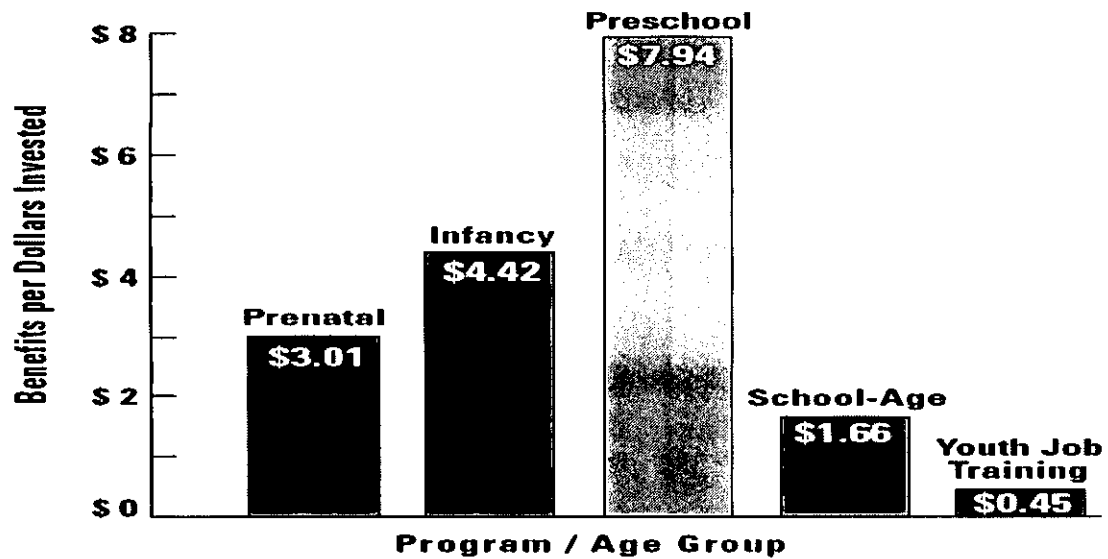
Heckman, J. (2007)

#11 HB1373

Breakdown of Returns on Investment in Preschool Programs



Returns to Investment in Programs From Infancy to Young Adulthood



#11 HB1373

Cascading Effect of Enhanced Early Childhood Education and Development: A Life Course Perspective

- Ready for kindergarten ▽
- Successful start in school ▽
 - Fewer behavioral problems ▽
 - More rewarding interpersonal relationships ▽
 - More successful learning ▽
 - Less tobacco and drug use ▽
 - Less delinquency and truancy ▽
 - Less juvenile justice encounters ▽
 - Higher high school graduation rates ▽
 - Higher rate of entrance to and completion of college ▽
 - Higher inventory and flexibility of job skills ▽
 - Better jobs ▽
 - More durable family life ▽
 - Higher income ▽
 - More upward social mobility ▽
 - Greater engagement in civic life



Better Health and Well-Being

One possible sequence of life events following early childhood experiences that are positive and developmentally promotive. Positive early childhood experiences not only have positive downstream consequences, but also may mitigate the influence of other negative factors as they occur later in life. Figure by Alvin R. Tarlov.

#11 HB1373

TMI CORPORATION
50 South Third Avenue West
Dickinson, North Dakota 58601

TO: Sharon Hansen **DATE:** January 31, 2011

FROM: Dennis W. Johnson
 Chief Executive Officer

RE: HB 1373

I am pleased to learn that you intend to testify in support of HB 1373. As a business person and Dickinson Mayor, I also support passage of HB 1373.

I have previously written in support of early childhood education legislation stating that early childhood education is sound work force development policy. It is essential that all North Dakota workers be able to compete effectively with workers from across the globe. Future North Dakota workers will be required to be better educated and have advanced skills beyond the skills of today's worker.

I remain convinced that a greater investment in early childhood education will lead to greater economic success for our children, our state, and our nation. Early childhood education is a necessary initial work force development investment.

Investment in early childhood education is sound social policy. It will lessen the future need for costly investments in special education programs, welfare programs, and in the criminal justice system.

The Dickinson community is experiencing a significant impact from the oil development in Western North Dakota. All indications are that the magnitude of this impact will continue to escalate. On balance oil development is good for Western North Dakota and Dickinson. However, it is not good for the most vulnerable citizens, the elderly on fixed income and the very young whose parent(s) may not be employed by the oil industry. Living expenses are high in Dickinson especially housing. Head Start early education provides an opportunity for the vulnerable young to be more successful in life.

I ask for the committee's support of HB 1373.

#12



Dear Chairman Freborg and Members of the Senate Education Committee,

I am writing to urge you to support HB 1373 which would provide state funding to expand the Head Start program. Head Start has made a difference in the life of my child and my family.

My name is Kari Roller, and I am the mother of a child who attended Head Start, and the mother of a child who did not have that opportunity. I am forever grateful for the opportunity my son Jayce received to attend Head Start back in 2006. I was a single mother at that time and wanting nothing but the best for my child! He attended Head Start for 2 years and enjoyed every moment of it! I was truly blessed to have been able to attend class with him on several different occasions and watch him learn and interact with his peers. He learned so much in those two years, and I would give ANYTHING for my other children to have the same opportunity that he had.

After getting married, we were no longer eligible to send my second child to Head Start, and therefore had to pay for private pre-schooling for him. I have noticed that children show much more interest in learning, when the High Scope Curriculum is used because it's not "work" to them. It was the GERMS (Goals – Experiences – Roles – Materials - Sounds) that Jayce learned from the most.

Jayce is a "Star Student". All of his teachers comment on how intelligent he is, how well behaved and how much more mature he is than most of his other



CALL FOR ACTION – HB 1373 – STATE FUNDING TO EXPAND HEAD START ENROLLMENT

classmates. We have also been told that he is a very positive role model to his classmates, and most of them look up to him. For this, I feel blessed! Jayce is an active Cub Scout in our Local Pack 116. He earned Top Salesman of Pack 26 last year, his first year, as a Tiger Cub Scout selling over \$2,600 worth of popcorn and earning a college scholarship.

I know parenting plays a role in development, but I also feel strongly that he learned a lot of this from Head Start as well. “Kind Hands, Kind Mouth, and Kind Feet” is still a rule we have at our house, thanks to Head Start!

Jayce has learned strong developmental skills that help him set goals and be able to achieve them. This is what Head Start is all about! Jayce loves to read, work on math problems, and wants to be a “doctor” when he grows up. Jadyn likes to eat snack, play with his friends, write and wants to be an “animal doctor”. It is my wish that someday, every child have the opportunity to attend Head Start, no matter, age, race or income level. EVERY child deserves a Head Start!

For the future of our children, I urge you to please support HB 1373 and make an investment in tomorrow.

Sincerely,
Kari Roller

Dear Senator Rich Wardner,

My name is Jon Skaare, and I am writing to you as one of your constituents. Because you are my local legislator I wanted you to hear my family's story.

In years past, when I was the State Director of the North Dakota Center for Distance Education, I testified in front the legislature as a state employee. Now, I am writing to you as a concerned citizen. You see, last March my 4 year old son, Ethan, was diagnosed with Shprintzen's Syndrome. This diagnosis comes on top of the previous diagnosis of Psoriatic Arthritis that my son received when he was six-months old.

What does this mean? It means that Ethan will experience learning difficulties and deficiencies for his entire life. It means numerous doctor visits each year. When we aren't dealing with the debilitating and crippling effects of the arthritis we have to deal with learning difficulties that are associated with the syndrome. My wife, Becky, and I constantly worry about the heart issues that can develop in children with this condition too.

Because of this, I resigned from my position in State Government so Becky and I could move closer to family. Last fall, we moved back to Dickinson, ND. I immediately enrolled him in the local Head Start program.

Ethan has made tremendous strides in his short time attending this program. I am thoroughly impressed with the program. This education institution is truly exceptional!

Becky and I understand that we have a lifetime full of challenges ahead of us. We feel blessed to have Ethan in our life, but there are times when we all need a little help. That is what the head start program is all about. They are here to help. Without it, my son, as a special needs student, would not receive the education that he deserves. We are truly grateful that this community has such a fantastic program for disabled students. I can't reiterate enough the importance of this program to help create and maintain healthy families.

I want to thank you for your support of this program. I know you will continue to show your support and I appreciate your effort to serve this community!

Sincerely,

The Skaare Family: Jon, Becky, Austin, Ethan, and Sierra Skaare

#14 HB1373

Dear Senator Rich Wardner,

January 4, 2011

My name is Paulette Grady. I am one of your constituents, and since you are my local legislator, I wanted you to hear the story of my family's experience with Dickinson Community Action Head Start program during the 2009-2010 school year.

The services that the Community Action Head Start provided have helped my family immensely; my husband and I became foster/adopt parents July 2, 2009. Our son age three at the time did not talk at all, working with the specialists at the Head Start for over a year now, he is almost caught up to other children his age. We felt completely helpless at the time and went to the Head Start for help. He now speaks in full sentences and can write his name.

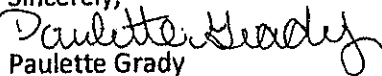
Both our son and daughter both go to the Community Action Head Start and are doing fantastic. Our son uses the services of the speech pathologists and has the rest of his needs met with the other specialists that are at the school, we now have the skills to continue working with our son to meet his needs in and out of school.

We are grateful for the services that the Community Action Head Start provides in our community and wanted you to hear about our success.

Thank you and have a wonderful legislative session.

Sincerely,

Paulette Grady



#14 HB1373

Dear Representative Shirley Meyer,

My name is Heather Eckert and my husband and I have had the pleasure of sending our children to the Dickinson Head Start program for an accumulated total of 5 years. We are raising 4 wonderful children together with the help of Head Start. My oldest son, Brodie (8), and his sister Sophie (6), both attended for two years and Elsie (4) is now currently attending. We hope to be able to send our last, Gracie (2) when he's of age.

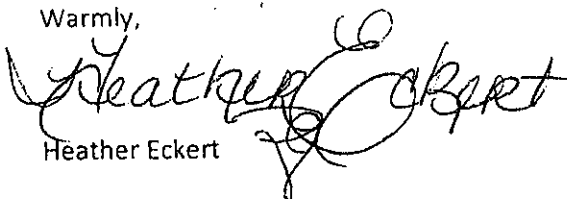
I cannot say enough positive things about our Dickinson program. Parenting is a challenging job, but the teachers and staff at our Head Start have helped us through much of it with their constant attention to the details of our children's needs. Each of our three children has had an exceptionally positive experience. To give you an idea of the relationships that are fostered in the classroom, let me tell you about our son. When Brodie first started at Head Start he was at the very impressionable age of three. He had a bear named Flower and they were inseparable. Brodie's teacher, Jodi, and her classroom helpers wanted him to feel comfortable and enjoy school, so they all treated Flower like one of their own. Flower ate lunch with Brodie and played on the carpet with him and the other children. He rode home on the bus every day. Flower is still with us, to this day. Thanks to his teachers at Head Start, he was able to make a smooth transition from home to school, which was not only a comfort to him, but to his father and I as well.

Not only did the teachers at Head Start foster Brodie's emotional growth, they also nurtured his love of reading. By working with him individually, challenging him with new concepts, and helping us, as parents, set goals for him, Brodie thrived in school. He is now in the middle of second grade and reading at a 5.8 grade level. He scores greater than 99% of students in his grade nationally. I firmly believe that Head Start is responsible for a huge portion of Brodie's success in school.

Our girls, Sophie and Elsie, have also flourished in the very same way in the Head Start environment. We are particularly delighted with Elsie's love for her school and her teachers. She's always coming home with a story about something exciting she did or learned that day. What a joy it is to see our four year old beginning to read, singing songs she learned at school, and asking us questions about the world around her!

My husband and I came to the decision early on that I would stay home to raise our children. As a result we live on a small income, and wouldn't have been able to afford the type of quality education and experiences that Head Start provides. Our family is very important to us. Head Start has been like an extension of that family. The teachers and staff there have treated my children with respect and care and we couldn't have asked for a better beginning to their education. We are so very grateful for our Dickinson Head Start and we hope that you understand what a blessing they have been to our family. Thank you for taking the time to read our story.

Warmly,


Heather Eckert

14 HB1373

Dear District 37 legislator,

Our names are Marcus and Lisa Lewton and we are two of your constituents. We both work and live in the Dickinson area with our two sons, Thomas and Samuel. Lisa is a pastor at St. John Lutheran Church and Marcus is the Director of the Roughrider Area Career and Technology Center. Since we live in your district, we wanted you to hear our Head Start story.



Our son, Thomas, currently attends the Head Start program in Dickinson. Thomas is a tall, skinny red-headed boy who loves to play in the dirt and has an imagination as big as the North Dakota sky. He spends four mornings a week at Head Start. When he is not at Head Start, he is playing legos, building forts, pretending to be a superhero, and of course fighting with his younger brother, Sam. Thomas is as normal as any boy, but at an early age was diagnosed with apraxia, a speech delay.

At the age of three, Thomas probably had a dozen words in his vocabulary and communicated with signs for most of his needs. As you can imagine, this influenced everything from Thomas's socialization to his self esteem. Parenting was not easy for us, and what happened next without a doubt made our lives much better. At age three, Thomas was welcomed into a second family; the wonderful people at Head Start. I use the term *family* because that is what it feels like for Thomas when he is at "his school". From the director, Sharon Hanson, who welcomes kids in the morning by name, to the office people who know us and our occupations, to the speech pathologist, Kelly Beckman, who researches and sends home homework for mom and dad, to Kathy Bacon, who is Thomas' teacher, who no doubt was blessed by God with a gift to teach. Everyone at Head Start makes Thomas feel like he is special and part of something bigger.

We wish we could tell you one specific story that could illustrate everything these wonderful people have done for our son, but we can't. We don't know words that can explain how a boy who was once trapped in a world without words and can now communicate with his friends might feel. We can't put to words the relief we have as parents, knowing that our boy may lead somewhat of a normal childhood, because forty some people at Head Start chose to change the lives of little children in need.

Head Start has been a gift to our family and a gift to the community. Every day Thomas becomes a little better at speaking. Every day Thomas learns new skills to prepare him for a typical kindergarten classroom. Every day Thomas surprises us with a new sound, word, or a new name to call his brother! Every day we are blessed to have Head Start in our lives. It is imperative that you understand just how much we appreciate Head Start. Thanks for taking the time to read our story, and if you have any questions, please feel free to contact us.

Sincerely,



Marcus and Lisa Lewton

#14 HB1373

Dear Senator Rich Wardner,

My name is Rebecca Kreitinger. I am one of your constituents, and since you are my local legislator, I wanted you to hear the story of my family's experience at Community Action Head Start in Dickinson. Michael and I were referred to Head Start by our early interventionist from The Kids Program when our son was 2. Zeke has always had delays in gross and fine motor development. We had taken Zeke to Mayo Clinic in Spring 2008 when Zeke was 2 years old to find he has static ataxic cerebral palsy. He had problems sitting unsupported for even short periods of time. He was unsteady when we walked and it affected his balance. We knew he would need some extra attention in an educational setting and we sought out that help at Head Start.

In Fall 2008, November 24, one day after Zeke's third birthday, he enrolled at Dickinson's Community Action Head Start. He has enjoyed attending school there and as a family, we have been enriched by the experience. From the first week we took Zeke there, we've been greeted by first names in the hallways. There are personable manners by each employee, as we can hear a story about Zeke from just about everyone. The teachers, we have had three, are all wonderful about keeping us informed about the events coming up throughout the upcoming week. We have schedules to know where Zeke is and what he is learning at any given time. We know he is getting wholesome meals at breakfast and lunch. We see what he is offered at the mealtimes and we feel comfortable with what he is eating. There are progress reports we periodically go over with all the employees who work directly with Zeke. They work as a team, and with Michael and me as part of the team, we come up with goals both at school and at home which we feel will best suit Zeke and make him more comfortable with learning. Michael and I know how Zeke is learning, responding and progressing because we are regularly informed by the team of employees at Head Start. We feel confident that Zeke is getting his educational needs met at Head Start. Zeke is a happy, smart, and confident boy and we know, with the help of the Head Start employees, he will do wonderfully in his school years ahead. He is getting stronger and is able to sit up for a long period of time without support and he is getting more stable all the time. We are grateful for these services in our communities and wanted you to hear about our success. Thank you and may you have a pleasant legislative session.

Warm Regards,



Rebecca Kreitinger

#14 HB1373

Dear Representative Johnson;

My name is Diane Munyon. I am one of your constituents and since you are my local legislator I wanted you to hear the story about my son. When my son Evan was born he was 28 weeks early so he has some delays in his life. We've worked with local services in Dickinson receiving therapy.

When he turned 3 he was accepted into Head Start which was a scary thing for me because I had never been without him. I was worried that he wouldn't be able to do what the other kids did or that they wouldn't be able to feed him as he needs to have his food blended and has a feeding tube. He was not walking at the time and had a limited vocabulary. The Head Start staff took the time to learn how to feed him and use his tube. They supplied him with a walker. One of the things that impressed me the most was the way they worked with him and how much he has learned since he has been attending.

He now walks and used words that he had never used before and carries on a conversation and asks questions. I feel it is a blessing to be able to have my son attend Head Start.

Sincerely,



#14 HB1373

Dear Representative Nancy Johnson,

#14 HB1373

My name is Lori Wentz and since you are my local legislator, I wanted you to ~~know~~ hear the story of my families experience.

Our daughter Lizzy was around a year old when we chose to move to Dickinson for a job opportunity for my husband. The move meant that we had no immediate family and were unfamiliar with the communities services.

I had suspected for quite awhile that some of my daughter's behavior was unusual, but was not really supported by my pediatrician.

When I enrolled Lizzy in Head Start, they took the time to get to know her and do the appropriate tests. The test results came back that she was right on the border for an Asperger's diagnosis, but not enough that she could be placed on an IEP.

That didn't stop them from setting goals for social skills, fine motor and gross motor.

As a direct result of the excellent support I received from Head Start, Lizzy in seventh grade is a strong math and science student and is able to maintain multiple friendships.

As a parent, they were a constant support, providing

encouragement and referral to services when we needed
t.

I ~~can~~ cannot emphasize enough, the value to a
child and their family, when they receive Head Start
services.

Thank you for your
time,

Lori Wentz +
Family

#14 HB 1373

In the 1998 Reauthorization of the Head Start Program, federal lawmakers mandated that the U.S. Department of Health and Human Services fund a nationally representative and longitudinal study to determine whether Head Start works. Data collection for this National Head Start Impact Study began in fall 2002 and continued through 2006 tracking children through the spring of their first grade year. Earlier this year, the U.S. Department of Health and Human Services released the final report of this study.

Researchers from across the political spectrum have already analyzed and made interpretations of the National Head Start Impact Study's findings. In this *Dialog Brief*, Dr. Edward Zigler, one of the founders of Head Start and a child development scholar for over half a century, places the National Head Start Impact Study in proper perspective. Dr. Zigler discusses the study's methodology and the magnitudes of the findings. There are favorable impacts on parenting practices and child outcomes in the cognitive, socio-emotional, and health domains. Next, he puts the study's findings within the context of decades of research on Head Start and other preschool programs. Finally, Dr. Zigler teaches us the real lessons of the National Head Start Impact Study.

Putting the National Head Start Impact Study into a Proper Perspective

Edward Zigler¹

The National Head Start Impact Study

The release of the very brief (kindergarten and first grade) longitudinal follow-up to the National Head Start Impact Study has renewed questioning about the effectiveness of this 45-year-old program that has served over 27 million poor children and their families. Head Start's friends and foes alike do not appear to fully recognize what this study is and what it is not. Contrary to popular belief, the results were never meant to provide a definitive answer to the long-standing question of whether Head Start works. And while the random assignment design has been heralded as better than all Head Start research that has gone before, it turns out that this design actually confounded understanding of the study's results.

Head Start's many critics have interpreted this study as being a classic medical random assignment design in which the treatment group receives the medicine and the control group receives a placebo. This design characterized evaluations of older experimental programs such as the Perry Preschool that compared participating children's progress to that of children who stayed home until they reached school age. These programs were compensatory interventions meant to offset the negative results of spending the critical early years in deprived circumstances. Today, relatively few poor children stay at home until they are old enough to enter kindergarten or first grade. The majority of states offer preschool classes to at least some at-risk children. Further, welfare assistance is not as easily available as it was a decade or so

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Putting the National Head Start Impact Study into a Proper Perspective

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ago. Poor mothers are in the workforce and their children are in substitute care. Head Start is no longer the only game in town.

If the National Impact Study is not a classic evaluation of Head Start vs. no intervention or an assumed negative environment, what exactly is it? The author makes clear that the study is a comparison of Head Start with a wide variety of other formal programs as well as parent care. Unfortunately, comparing Head Start with "everything else" can tell us very little. It would be fair to predict that Head Start's impact on school readiness is probably superior to home rearing and child care programs, as many studies have shown, but not markedly better than state preschool programs. This is an empirical issue worthy of further study. However, the Impact Study sheds little light on the matter. The value of the study would have been greatly enhanced if the control group was not treated as a hodge-podge of "everything else" but was divided into subgroups including parent care, state preschool programs, and child care. Instead, the evaluators erroneously assert that the evaluation addresses the "overall average impact of the program" (U. S. Department of Health and Human Services, 2010, p. xv). This would only be true if every single program (or nonprogram) the control children received had absolutely no impact. This assumption is erroneous on its face.

The Impact Study is obviously not an effectiveness study of Head Start but is rather a value-added comparison, as the author admits. In essence, the study is meant to assess whether Head Start has greater value than that of a variety of other treatments. Brooks-Gunn argues that this design of comparing one treatment to a collection of other treatments "is the likely explanation for the lack of sustained effects in the National Impact Study," noting that this type of comparison "in general has not shown impacts" (2010). (See also Camilli, Vargas, Ryan, & Barnett, 2010, on this same point.) She assumes as I do that the 60% of the children in the control group who were in programs experienced adequate quality. The Abecedarian investigators reported that children in their control group who attended quality child care programs showed better scores on preschool measures of intellectual development than those reared mostly at home (Burchinal, Lee, & Ramey, 1989). A model program that used a broader value-added design was the Chicago Child-Parent Centers, which makes its findings more impressive than those of the Perry Preschool, where the control group had no intervention at all.

Complicating the matter further is that the groups in the Impact Study were badly contaminated. The intent-to-treat design included a relatively large number of children in the Head Start group who never attended the program (17% of the 3 year olds and 14% of the 4 year olds). The intended design for the control group was that children could experience any intervention but Head Start in the first year (although the 3-year-olds controls could enroll in Head Start in the second year, which many did). However, many of their parents voted with their feet and enrolled their children in another Head Start center that was not part of the study. Thus 18% of the 3 year olds and 14% of the 4 year olds in the supposed control group actually attended Head Start. Those implementing the study attempted to correct for both the crossovers in the control group and the no-shows in the Head Start group through statistical procedures, never a totally satisfactory course of action. For example, parents motivated enough to hike across town to enroll their child in another Head Start center might be much more committed to their child's education.

Another factor that may have contributed to group contamination has received no attention. The author served on the oversight committee for the National Impact Study, a position that gave him the opportunity to speak directly with the contractors. He learned that they were hampered by having fewer children on the waiting lists than had been anticipated. (Wait-listed children were assigned to the control group.) One obvious reason is that the Head Start recruiters were understandably reluctant to beat the bushes to recruit more families than they knew they could serve. The contractors also complained that some Head Start directors were finding ways to circumvent the random assignment. We must remember that Head Start providers do not serve scientists but real people with real needs. For decades Head Start has been charged with enrolling the children and families with the highest risks. This mandate may have lead to a higher proportion of children at high risk being in the treatment group than was planned and a resulting "less needy" control group who were placed on the wait lists. Countering this is Russ Whitehurst's view that only the better Head Start centers were used in the study, so the children who attended should have had more robust outcomes even if they were at higher risk (personal communication, April 8, 2010). He reasons that only Head Start centers with expected sizable waiting lists were used,

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and better centers have a greater likelihood of having long waiting lists.

Differences within and between the Head Start and control groups are just one reason why the longitudinal follow-up of the Impact Study should not be treated as a test of the value of Head Start. The program's value should only be assessed against the goals that have been set for it. Since its inception Head Start's purpose has been to prepare poor children for school. Over the years scientists, policymakers, and the public have developed unreasonable expectations that Head Start should raise IQ scores, lift children and families out of poverty, and close the achievement gap between poor and more affluent children. Congress tried to quell this practice in 1998 by mandating the singular goal of improved school readiness. Measured against this outcome, Head Start is certainly a success. Although the initial findings of the Impact Study were not as robust as hoped, they clearly indicated that by the end of the Head Start experience children were more ready for school entry than those in the control group (Ludwig & Phillips, 2007; Yoshikawa, 2005).

Of course, although there are positive post-Head Start effects, they are not nearly of the magnitude found for such programs as the Chicago Child-Parent Centers, the New Jersey Abbott Centers, and the Oklahoma state prekindergarten. It makes sense that the greater the immediate post-preschool effects, the greater the size of sustained effects. We should not ignore the repeated finding that the benefits of any preschool intervention are never completely maintained once a child has entered formal schooling. Barnett (2010) has reasoned this is not so much a "fade-out" phenomenon as it is a "catch-up" phenomenon in which the control group children catch up to the intervention group once they enter school and are exposed to academic training. Brooks-Gunn (2010) presents confirmatory evidence on this point. Given the widely found but modest impact immediately after the Head Start year, the standard diminution of this benefit as children progress through school generates the prediction that the kindergarten and first-grade results of the National Impact Study will be positive but small in size. This is exactly what was found.

There is another obvious reason why the Head Start children in the Impact Study displayed few sustained effects during kindergarten and first grade. Even the strongest optimist would not expect the benefits of preschool to be permanent. Head Start can only prepare children for school. Once the schools take over it is their responsibility to keep the momentum going. There is considerable evidence that

following Head Start poor children go on to poor quality schools (Lee, Loeb, & Lubeck, 1998). Kate Walsh, president of the National Council on Teacher Quality, called it "a scandal of monumental proportions that there were two distinct school systems in the U.S., one for the middle class and one for the poor" (quoted in Thomas & Wingert, 2010, p. 26). There is a body of evidence that the benefits that accrue to Head Start children are indeed more lasting when they attend high-quality elementary schools (Magnuson, Ruhm, & Waldfogel, 2007; Reynolds & Hayakawa, 2010). Examining the same issue, Holod, Gardner, and Brooks-Gunn (2010) found sustained effects through the third grade with the effects being more pronounced for poor children who attended more affluent schools. (A few Head Start children in the National Impact Study did go on to better schools, and their data should be examined.) Findings from the Chicago Child-Parent Centers also provide convincing evidence of enhanced preschool effects when treatment is followed by good quality schooling (Reynolds & Hayakawa, 2010). Evidence that poor schools attenuate the gains accrued from preschool intervention was provided by Zigler, Pfannenstiel, and Seitz (2008). In this study poor children whose parents had received 3 years of home visiting services and who then attended a 2-year preschool program were found to be equivalent to middle-class children on a comprehensive school readiness measure. However, 3 years after school entry the poor children had fallen behind. It would be unfair to hold Head Start responsible when its graduates lose their advantage once they attend failing schools. It is also unreasonable to expect that a brief preschool experience will have more power over children's academic fate than their experiences in elementary schools, which have them a lot longer than Head Start does.

A related issue concerns the length of treatment. The Impact Study assessed outcomes after less than 9 months of Head Start enrollment (U. S. Department of Health and Human Services, 2010). Reynolds and Hayakawa (2010) pointed out that no one should expect enduring effects from a program that is less than 9 to 12 months in length. After the initial year of the Impact Study, all the 3 year olds in the Impact Study were given access to Head Start. Thus in the 3-year-old cohort half of the control group attended Head Start when they turned 4 years old, and over 70% of the children in the Head Start group returned for a second year. Yet the investigators did not assess the value of having 2 years of Head Start. Instead they assessed the value of having access

Putting the National Head Start Impact Study into a Proper Perspective

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to the program at a younger age. This research question somewhat defies interpretation, but at least the data on 2 years of attendance exist and can be mined in the future.

Beyond the Impact Study

The National Impact Study was widely heralded as the best longitudinal study of the effects of Head Start to date. It is certainly better than much earlier work, but, as we have seen, it is far from a perfect assessment. And even if it was, it would be wrong to treat the results in isolation. Barnett wisely reasons that "New studies don't simply obviate everything that has gone before" (2010). He correctly argues that the National Impact Study must be interpreted within the context of the entire 45 years of research that have now been conducted on preschool intervention.

Countering the weak effects found in the longitudinal follow-up of the National Impact Study, much evidence exists of the benefits of Head Start. Indeed, some of this evidence is provided by the original findings of the Impact Study itself, when the children were tested immediately following Head Start. These results are harmonious with Barnett's (2001) description of the literature as clearly showing that the school readiness achieved by Head Start children is greater than that achieved by children attending more typical child care centers or family day care homes. At a congressional Science and Public Policy briefing, Steve Barnett (2002) also summarized the data and concluded that Head Start children have higher achievement test scores and that the program has favorable long-term effects on grade repetition, special education, and high school graduation. Consistent with Barnett's conclusions, Garces, Thomas, and Currie (2002) found that Head Start graduates not only had less grade retention and greater educational achievements, but they exhibited less criminal behavior when they were young adults. Specifically, Head Start was associated with a reduction in the chance of being arrested by approximately 12 percentage points. This results in huge dollar savings. A great deal of the cost benefits reported for model programs such as the Perry Preschool were due to less criminal justice and victim costs. There is enough evidence to date to indicate that Head Start too is a cost-effective program. On the basis of the findings of the National Impact Study immediately after Head Start, Ludwig and Phillips concluded that the small positive effects found at the end of Head Start would be "large enough to generate long-term money value benefits that outweigh program costs" (2007, p. 6).

Further evidence that Head Start is a sound program when assessed by its dollar benefits vs. its dollar costs came in a report by the Harvard economist David Deming. He concluded that Head Start's benefits were "about 80% as large as model programs such as the Perry Preschool (2009, p. 111). (In a personal communication, Barnett, April 6, 2010, has questioned Deming's conclusions.) The point is that Head Start produces benefits that more than cover its costs. It may not have huge returns like the Perry Preschool and the Chicago Child-Parent Centers, but it costs considerably less. A reasonable conclusion is that Head Start is not as good a program as the models, nor can it be at its current level of funding. However, it still produces a fair bang for the buck.

This conclusion too has some support from the Impact Study. A broad consensus among scholars now exists that high-quality preschool interventions result in improved performance both in school and later in life (National Forum on Early Childhood Policy and Programs, 2010; Resnick & Zurawsky, 2005; Zigler, Gilliam, & Barnett, 2010). The National Impact Study makes clear that Head Start is simply not a high-quality program, but this same evidence also indicates that neither is it a low-quality program. The original findings of the study show that Head Start is superior to the alternatives available to poor children in America. For example, the gap in reading skills between Head Start attendees and the national norm was only half as great as that found for the control group. Barnett too notes that "While the Head Start program is not of the quality of the model programs" it is better than many other programs poor children attend (2010).

One choice that is increasingly available to poor children is state prekindergarten programs. Barnett and the author agree that Head Start is superior to some state programs but inferior to others, e.g., Oklahoma and New Jersey. This calls into doubt the recommendation of Haskins and Sawhill (2010) who used the National Impact Study to argue that Head Start should be transferred to the states (an effort that was pursued by the George W. Bush administration). Another weakness in this proposal is that roughly some dozen states have never taken the initiative to mount preschool programs for at-risk children. This lack of commitment does not hold promise that they will suddenly roll out programs better than Head Start should devolution take place.

The critics have also ignored the one area where the Impact Study follow-up discovered clear benefits of Head

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Start. Children in the program had markedly better dental health and less robust but important other health benefits. The nation has never fully appreciated the benefits accruing to children just from the health component of Head Start. For example, Nisbett (2010) reported that during the early school years graduates of the Head Start program die at dramatically lower rates than comparison children. This is consistent with the findings of Ludwig and Miller (2007), who discovered lower mortality rates for Head Start children ages five to nine from causes that could be ameliorated through the program's health services. Love, Tarullo, Raikes, and Chazan-Cohen (2006) also emphasized the poor health of entering Head Start children and the program's value in improving their health status. One aspect of health is nutrition, and Head Start's nutrition component has clearly led to less obesity in participating children (Frisvold, 2007). This finding led the noted authority on the current epidemic of obesity, Kelly Brownell, to comment, "It looks like being in Head Start might be a more powerful means of reducing obesity than any other program specifically designed for that purpose." (personal communication, May 7, 2008).

Obesity was not examined in the Impact Study. Also overlooked by critics is the fact that approximately 12% of the children enrolled in Head Start are children with disabilities who often have special health needs. The Harvard group's evaluation of the National Impact Study notes that the subgroups of special needs children and children living in rural areas had more robust outcomes than the average for the total group (National Forum, 2010). Many other scholars have now documented the many accomplishments of Head Start in regard to physical health, dental health, and nutrition (Hale, Seitz, & Zigler, 1990; O'Brien, Connell, & Griffin, 2004; Zigler, Piotrkowski, & Collins, 1994). It is sad but somewhat traditional that the Impact Study's findings of health benefits were overshadowed by the disappointingly smaller effects on cognitive skills.

The Real Lessons of the National Impact Study

The longitudinal findings of the Impact Study read against the total literature on early intervention provide real direction that decision makers must take if Head Start is to fulfill its potential. The critics of Head Start who have focused on the study's findings of weak effects have chosen to ignore some of the major purposes of the project. Quoted in the follow-up report is the directive from the advisory committee that developed the blueprint for the study: "The research

and findings should be used in combination with the rest of the Head Start research effort to improve the effectiveness of Head Start programs for children and families" (U. S. Department of Health and Human Services, 2010, p. xvi).

The "rest of the Head Start research effort" shows that quality matters. If policymakers want larger and more sustained effects than those found in the Impact Study, they must improve quality so that children leave Head Start at the school readiness levels attained by graduates of the famous models. The Obama administration is already moving in this direction with a comprehensive roadmap containing a number of specific actions directed at improving school readiness and promoting long-term success of graduating Head Start children (Administration for Children and Families, 2010).

It is now abundantly clear that the single most important factor in children's classroom performance is the quality of the lead teacher and his/her daily teaching practices. Much attention is given to this in the current quality improvement roadmap. Unfortunately, the present stewards of Head Start are burdened by history. From the very beginning, Head Start's education component was weak (Barnett, 2002; Omwake, 1997; Zigler & Styfco, 2010). Part of the reason is that as a War on Poverty program, Head Start was designed to offer opportunities to poor adults. Many were hired as teachers even though they did not have any level of professional education and had no experience. Policymakers got used to the cheap labor and never provided the funds to hire more well-equipped staff. This is not to imply that Head Start has no highly qualified teachers. It has many dedicated professionals who resist the lure of better paying jobs in the public schools because they truly want to help poor children and their families get ready for school.

Congress is certainly aware of the need to improve the quality of teaching in Head Start. The 2007 reauthorization mandates that by 2013, 50% of lead teachers must have a BA degree. But why only 50%? Every lead teacher in Head Start should have a BA, and their sorry salaries must give way to salaries that match those of teachers in public schools. Only then will Head Start centers be able to compete in the current market for trained early childhood professionals.

The value of such a policy is affirmed by data from the Oklahoma universal preschool (Gormley, Phillips, & Gayer, 2008). Head Start is part of this program, so all the lead teachers must have BA degrees just like those in the rest of the public school system. The performance of the Oklahoma

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Head Start children was markedly better than that found for Head Start nationwide. Another way to enhance the effectiveness of teachers concerns group size. When Head Start began in 1965, we were proud of the 5:1 ratio of students to teachers. This is now 10:1. We have much evidence that indicates that a Head Start classroom should consist of approximately 17 children with one BA-level teacher trained in early childhood education and one assistant teacher who holds either an associate's degree or a CDA certificate.

There is no free lunch here. Quality improvement costs money, and Congress must decide whether Head Start should be a truly model program and "the pride of the nation," as it was once called, or a less than optimal program which it is now. In addition to quality issues, Head Start has many other problems that only Congress can resolve by legislative action. The most glaring is the fact that after 45 years of operation, Head Start serves only about half of eligible children. This situation will worsen now that Congress has mandated that entry into Head Start will be permitted up to 130% of the poverty level rather than at or below poverty level. This change was a long time coming, but it will increase the size of the eligible population. Unfortunately, the mandate to serve the near-poor, like the one calling for BA-level teachers, is empty because it is largely unfunded.

Other changes are likewise long overdue. The evidence is clear that the more intense an intervention is, the stronger and more lasting the benefits. Head Start would certainly be more effective if it was a 2-year program, which it still is in a few sites, rather than a single academic-year program. Yet this would be a hard change to make because it is difficult to argue that we should give some poor children 2 years of Head Start while so many others are receiving none.

The new realities of the American family suggest another structural change for Head Start. With the end of welfare Head Start parents must work. Head Start centers must move to full-day, full-year programs that provide parents the child care they need while at the same time providing their children with a longer period of preschool education. Head Start has been slowly evolving in this direction since the Clinton administration, and this movement should be accelerated.

Head Start pioneered parent involvement, and this component must be beefed-up. The program has always invited parents to be part of their child's education because they have the most influence over their child's development. In this age of the working parent, Head Start must adjust its

parent involvement activities to account for this new reality. The Chicago Child-Parent Centers also operate on the premise that parent involvement is important to promoting the child's school readiness and has in place a modern parent involvement component that could easily be copied by Head Start. Another way to strengthen the parent component is to increase the number of home visits from the current two a year—a far cry from the weekly visits that helped produce the impressive outcomes of the Perry Preschool project.

The Obama administration should be commended for viewing Head Start as one segment of a birth-to eight-system (a view the author has long espoused, e.g., Zigler & Styfco, 1998). We now know just how terribly ravaging growing up in poverty is to children's development. To offset the huge negative effects we must get away from 1-year inoculation thinking. A range of interventions is needed to alter the life chances of poor children. We should begin with a birth-to-three intervention (like Early Head Start), dovetailed with a 2-year preschool intervention such as Head Start, which in turn is dovetailed with a program through the first three grades of elementary school. The Department of Health and Human Services must work closely with the Department of Education to make such a spectrum of interventions possible.

The National Impact Study was originally conceptualized to be a catalyst for moving Head Start in directions that would be beneficial to the children and parents the program serves. The naysayers focus on the lack of robust outcomes in the array of findings. This array, however, holds many insights into what Head Start needs to do better to achieve the desired results. Since the study has already prompted a quality improvement roadmap, we can only conclude that the National Impact Study has achieved its purpose.

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NATIONAL HEAD START ASSOCIATION

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NHSA DIALOG *Briefs*

Spring 2010

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The National Head Start Association, an independent membership organization, advocates on behalf of the entire Head Start community and provides training and resources to Head Start programs nationwide.

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DIALOG

Briefs

Dear Chairman Freborg and Members of the Senate Education Committee,

My name is Kyle Adolf and I reside in district 37. I am here today to explain the positive affect the Head Start program has had on my family. Head Start has had a profound influence on my family as all three of my young children have attended and graduated from the program.

My oldest son, Sean, has been diagnosed with AD/HD and high-functioning autism. During the time he was enrolled in Head Start he was not yet diagnosed with either of these disorders but he was determined to have some sort of disability yet to be determined. I fully believe that this early detection was instrumental in paving the way for his achievements thus far dealing with these difficult disabilities both at school as well as at home. Sean is now in third grade and is receiving higher grades than I would have expected to see of someone with his special needs.

My middle son, Zachary, while having no official diagnoses, has problems with anxiety. Zachary needs structure possibly more than most his age which is not always easy to completely provide when you are a single parent. Head Start was a tremendous help in providing the daily structure that he required for his healthy development. Zachary is now in first grade, and while we are still dealing with a few issues with him, he is excelling academically.

Matthew is my youngest son and for the most part I have been able to provide Matthew with the environment he needs to be happy and develop appropriately. I cannot sufficiently express my gratitude to the Head Start program for all that they have done to help me achieve this goal for Matthew.

Now for me...I am a single, disabled father of three very special boys! I have held such titles as; Marine, Security Guard, Armed Courier, Correctional Office, and almost Law Enforcement Officer. I was about to apply myself to a career as a law enforcement officer when I lost one of my legs in an accident. Being disabled adds a whole other set of difficulties to raising children on top of just being a single parent. After my accident I no longer had any work experience that was of any use to me so I decided to enroll in college with a major in Mathematics and a minor in Psychology. Upon completion of my Baccalaureate degree I will be pursuing my Masters degree in Prosthetics and Orthotics. My ultimate aspiration is to reach the top of my field and to leave a profound mark in the field of Prosthetics/Orthotics. I also plan to keep giving back to the community. I have had the honor of being a Special Olympics Coach for ten years and I

#16 HB1373

intend to continue. I am a member of the High-Five Camp Board, a summer camp that helps youth with social/emotional difficulties develop appropriate peer, family, and community relationships. Recently I was appointed chairperson of my sons' elementary Parent Advisory Committee as well as the chairperson of the local Head Start Policy Council for the third year. Head Start has been very supportive of my college endeavors both directly to me and also with the time and effort they have put toward my children that I may not have been able to offer them on my own with my academic commitments. As if all the previous help Head Start had given was not enough, they also played an important part in me finding myself. Through becoming the Chairperson of the local program's policy council, and the enormous reinforcement from the local director I have come to realize that I was meant for a leadership position. I am not sure yet where this revelation will take me but so far I have become more confident and happy with who I am, been honored as the National Head Start Association Parent of the Year, and I have more drive and determination than ever to achieve my goals.

A few notable achievements I have been able to obtain through the support of Head Start include: induction into the Omicron-Psi Honor Society with the ultimate honor given by the society, a cumulative GPA of greater than 3.0, an appearance on the Dean's List, and the Head Start Parent of the Year Award at the state, regional, and national levels.

There is no way I could possibly give the Head Start program back anywhere near as much as they have given me. I truly wish I was able to give them more than three years of my time as Policy Council Chairperson or as a member of the North Dakota Head Start Association Board but unfortunately I cannot. I am here today to repay my gratitude to such a great program. I will attest to the fact that Head Start works.

Thank you. Do you have any questions?

Most Sincerely,

Kyle Adolf

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March 15, 2011

From: JoAnn Brager, Vice President of Public Policy for the North Dakota Association for the Education of Young Children

To: Chairman Freborg and members of the senate education committee

Re: HB 1373: To provide an appropriation for federal designated head start programs in the state

My name is JoAnn Brager and I am the Vice President of Public Policy for the North Dakota Association for the Education of Young Children. NDAEYC represents approximately 400 members who work with and on behalf of children ages birth through age 8 years. Our mission is "To serve and act on behalf of the needs, rights and education of all young children."

NDAEYC supports HB 1373 to provide additional Head Start services to children and families who live in poverty or are at high risk to fail in school and we strongly support the educational investment in North Dakota's children and in the investment that is required to help them develop into productive citizens.

We also know that there is up to a 17% return on investments made that address high quality services to children. A 17% return on investment is truly an investment not only for our children, but for all of North Dakota's citizens. (Grunewald, Rob & Rolnick, Arthur, "Early Childhood Development: Economic Development with a High Public Return," *The Region* 17, no. 4 Supplement (December 2003): 6-12. And Heckman, James; Grunewald, Rob & Reynolds, Arthur. "The Dollars and Cents of Investing Early: Cost-Benefit Analysis in Early Care and Education." *Zero to Three* 26, no. 6 (July 2006): 10-17.) Because of this return on investment, NDAEYC asks that you increase the appropriations back to the original amount - \$6,150,000.

The North Dakota Association for the Education of Young Children strongly supports educating all of North Dakota's young children. Please support HB 1373.

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Dear Legislators,

I have noted HB 1373 is being considered. I write in support of this bill. Many reasons can be given to support this bill but I would like to write briefly about three points for your consideration. I am writing as a voting citizen of North Dakota who moved from Cleveland, OH where I worked as an educator and a Department Head of Child Life Education Programs in its large county hospital-Metro General.

First, if you look at the dropout rate in North Dakota you will note it is low especially in communities where they have strong Head Start Programs. Some studies recently have said Head Start does not give children an edge later in life but these studies are often based on large studies done in big cities. My personal experience both in Ohio and now in North Dakota made me aware of the fact you cannot compare the quality of programs. North Dakota programs have excellent teachers and demand high accountability in educational opportunities and the use of funding to attain the goals being set for the students. This judgment is based on personal experiences related to students involved through the Mayville State University Program.

Next, North Dakota is developing into more than an agricultural state. If we hope to develop and maintain citizens out in the western part of the state we must provide supportive services and that includes early childhood programs like Head start. Also as the larger cities grow with private businesses and some of the surrounding smaller towns that the city workers like to live in quality child care becomes an important asset. North Dakota is considered to have a high quality of life standard which includes reasonable housing, decent salaries, good medical care and education. Education starts earlier with Head Start.

Finally, in my role as the head of a small community food pantry, I know many of our clients who have special needs youngsters and / or lack resources requiring them to often work outside the home. The local Head Start program is giving these families a way to insure their children will get the best services. Their hope often expressed is education will help their children get out of the circle of poverty.

North Dakota has a chance of leading the country in their support of their youngest citizens by supporting HB 1373. What better way do you the legislators have a way of showing the importance of our future workers in this state. Please do support and pass HB 1373. Thank you.

Sincerely,

Frances Evanson,

14496 6th ST NE ,Portland, ND 59274, evex@polarcomm.com.

#18

March 15, 2011

Senate Education Committee

Senator Layton Freborg, Chair

Testimony of Pat Heinert, Sheriff, Burleigh County

Good Morning:

I am providing this testimony in support of HB 1373, to provide funding for grants for Head Start programs in North Dakota.

I am a member of a national organization that is called Fight Crime Invest in Kids. This is a group of law enforcement leaders who support pre-K education in order to prevent crime in the future.

As a law enforcement leader, I am concerned about public safety and locking up violent criminals, but I am also all about crime prevention. I have seen facts and studies that have shown me getting kids in early education programs, such as Head Start, are really important in reducing the likelihood of those kids getting involved in criminal activity as they grow older.

Studies have shown that Head Start participants have a better self-esteem, motivation, behavior, and academic achievement.

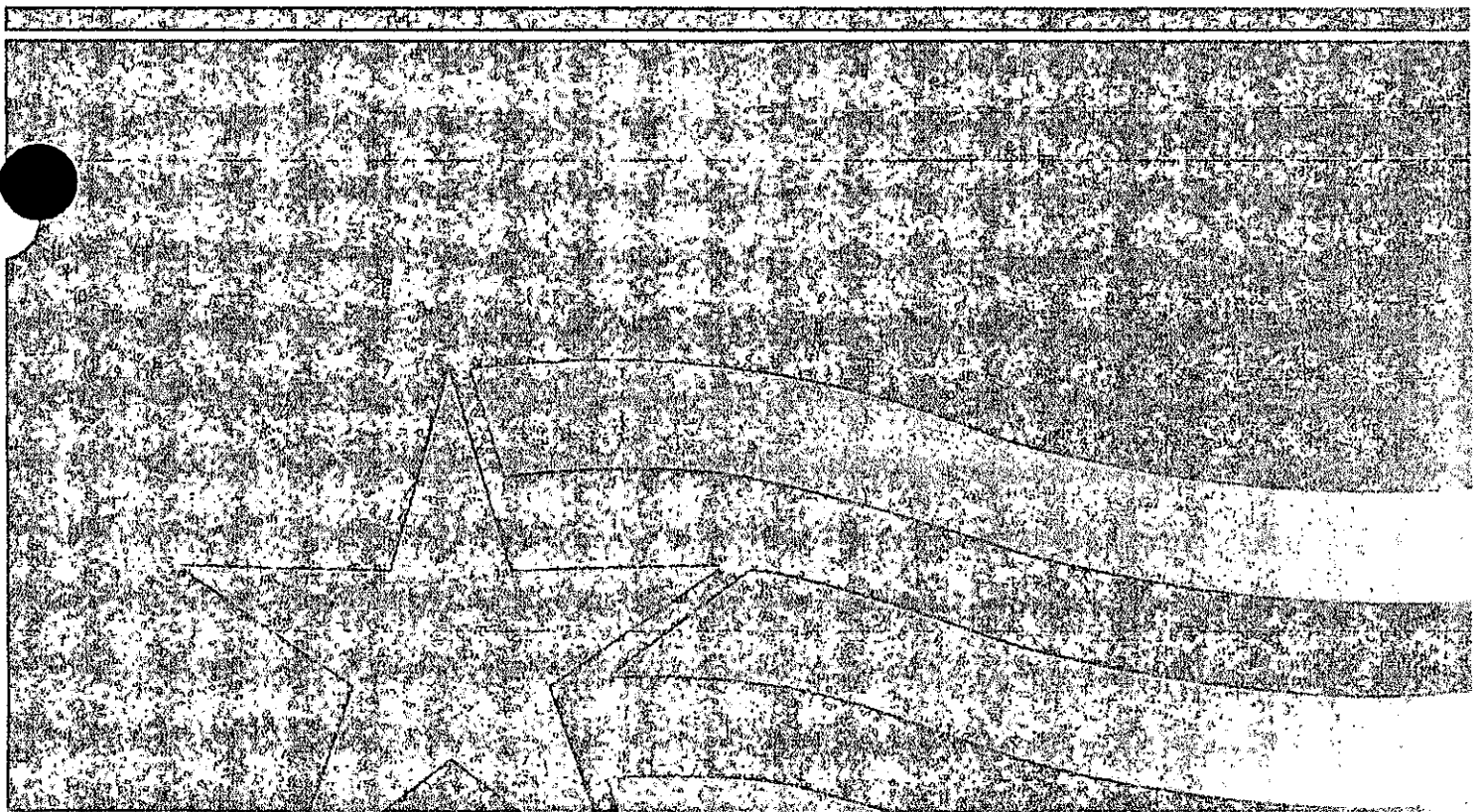
A large national survey found that children who participated in Head Start were 8.5% less likely to be later arrested or charged with a crime than their siblings who attended other preschool programs.

Thank you for your time and consideration in funding these Head Start grants in North Dakota.

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High-quality Pre-kindergarten

THE KEY TO CRIME PREVENTION AND SCHOOL SUCCESS IN NORTH DAKOTA



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Acknowledgements

High-quality Pre-kindergarten: The Key to Crime Prevention and School Success in North Dakota

A Report by *FIGHT CRIME: INVEST IN KIDS*

Who We Are

FIGHT CRIME: INVEST IN KIDS, is a national, bipartisan, nonprofit, anti-crime organization. The organization has a membership of more than 4,500 police chiefs, sheriffs, district attorneys, other law enforcement leaders and violence survivors. The members take a hard-nosed look at what methods work—and what don't—to prevent crime and violence. They then recommend effective strategies to state and national policy-makers.

Acknowledgements

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Report authored by Stephanie Schaefer, Ph.D., Soren Messner-Zidell, and Tim Carpenter.

The following staff members of FIGHT CRIME: INVEST IN KIDS contributed to production of this report: Bill Christeson, Joey Weedon, Jeff Kirsch, Miriam Rollin, Matt Lambert, Ted Eismeier & Andrea Malewski.

Publication layout by Jayme Birgy.

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High-quality Pre-kindergarten: The Key to Crime Prevention and School Success in North Dakota

Executive Summary

High-quality Early Education Programs in North Dakota Cut Crime and Save Money

- A landmark study of the High/Scope Perry Preschool Program, serving at-risk 3- and 4-year-olds, found that at age 27, those at-risk kids who had not attended the program were five times more likely to grow up to be chronic law-breakers than those who attended the program.
- At age 40, those left out of the Perry Preschool Program were twice as likely to be arrested for violent crimes, four times more likely to be arrested for drug felonies, and seven times more likely to be arrested for possession of dangerous drugs than those who attended the program.
- Chicago's Child-Parent Centers have served over 100,000 3- and 4-year-olds since 1967. A study compared at-risk kids in the program with similar kids who were not in the program. Kids who were left out of the program were 70 percent more likely to be arrested for a violent crime before their 18th birthday. By the time the 100,000 participants have all turned 18, the Child-Parent Centers will have prevented an estimated 33,000 crimes in that city.
- High-quality early education programs for at-risk children can save taxpayers, victims, and participants \$16 for every \$1 invested.

High-quality Early Childhood Education Unavailable for Many At-risk North Dakota Children

- The need for early education in North Dakota is substantial, since most young children are not served by publicly-funded programs. In the 2006-2007 school year, 80 percent of North Dakota's 3-year-olds and 71 percent of 4-year-olds were not enrolled in Head Start or a special education preschool program.
- Without government assistance, the cost of quality early education is beyond the means of many working families. A year of quality early education costs an estimated \$7,384. This is more than the annual tuition of \$5,722 at North Dakota State University. Parents need help paying for high-quality early education.
- To cut future crime, early education programs must be of high quality.

Federal and state governments should increase funding so all families have access to high-quality early education programs. Anything less threatens to lead to more crime and violence. That is why North Dakota's law enforcement leaders join law enforcement leaders nationwide in calling on elected leaders to provide all children access to affordable high-quality early education.

FIGHT CRIME: INVEST IN KIDS is a national anti-crime organization of more than 4,500 police chiefs, sheriffs, prosecutors, other law enforcement leaders, and violence survivors.

20 HB/373

High-quality Pre-kindergarten: The Key to Crime Prevention and School Success in North Dakota

High-quality Early Childhood Education Cuts Crime and Drug Abuse

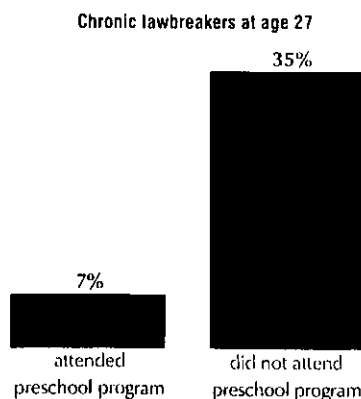
The law enforcement members of FIGHT CRIME: INVEST IN KIDS are determined to put dangerous criminals behind bars. But those on the front lines know that locking up criminals is not enough to win the fight against crime. Law enforcement leaders recognize that among the most powerful weapons to prevent crime and violence are early education programs that help kids get the right start in life.

According to a national survey of law enforcement leaders, 71 percent of police chiefs, sheriffs, and prosecuting attorneys chose providing more educational programs for young children and more after-school programs for school-age children as the most effective strategies for reducing youth violence and crime.¹

Research backs up what law enforcement professionals have learned from experience. Studies show that at-risk kids who attend high-quality early childhood education programs are less likely to commit crimes as adults than similar children who do not attend early childhood education programs. Consider the evidence:

High/Scope Perry Preschool Program: The High/Scope Educational Research Foundation initiated a study of the Perry Preschool Program in Ypsilanti, Mich. in 1962. The Foundation randomly assigned one half of a population of at-risk, low-income 3- and 4-year-olds to attend the Perry Preschool Program and assigned the other half to a control group not receiving preschool. The Perry Preschool Program is a high-quality, one- to two-year long educational program with a home-visiting component that is considered a model of early childhood education programs. In 2004, the Foundation released the most recent findings of lifetime effects of the Perry Preschool Program. By age 27, children who did not attend the program were five times more likely to become chronic offenders with five or more arrests.² By age 40, those who did not attend the Perry Preschool Program were more than twice as likely to become career offenders with more than 10 arrests and twice as likely to be arrested for violent crimes. Those who did not attend the Perry Preschool Program were also more likely to abuse illegal drugs. Children left out of the program were four times more likely to be arrested for drug felonies by age 40, and seven times more likely to be arrested for possession of dangerous drugs.³

QUALITY PRE-KINDERGARTEN CUTS FUTURE CRIME



Schweinhart, et al 1993

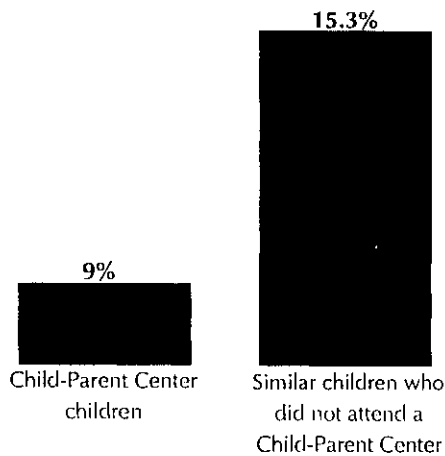
At-risk 3- and 4-year olds randomly excluded from the High/Scope Perry Preschool Program were five times more likely to become chronic offenders (more than four arrests) by age 27.

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Chicago Child-Parent Centers: Chicago's federally-funded Child-Parent Centers (CPC) have served over 100,000 3- and 4-year-olds since 1967. The program is a center-based early intervention program that provides educational and family-support services to economically disadvantaged children. A study comparing 989 children in the Child-Parent Centers to 550 similar children who were not in the program showed that children who did not participate in the program were 70 percent more likely to be arrested for a violent crime by age 18.⁴ Children left out of CPC were also 24 percent more likely

**AT-RISK CHILDREN WITHOUT QUALITY
PRE-KINDERGARTEN WERE 70% MORE LIKELY TO
COMMIT VIOLENT CRIMES**

An arrest for violence by age 18



Reynolds, et al., 2001

to have been incarcerated as young adults.⁵ This program will have prevented an estimated 33,000 crimes by the time the children who have attended the program reach the age of 18.⁶ Furthermore, the Chicago Child-Parent Centers cut the rates of abuse and neglect of children in the program by half.⁷ New CPC data show that children from similar neighborhoods who were not offered CPC were almost twice as likely to be taken from their homes and either placed in foster care or adopted as the children in CPC.⁸ The reduction of abuse and neglect is significant in itself, but it is also compelling because of the potential impact on future criminal behavior. Studies show that children who were abused or neglected are more likely to be arrested as juveniles and to commit crimes as adults than children who were not abused or neglected.⁹

North Carolina's Smart Start: North Carolina's Smart Start is a nationally-recognized initiative designed to both help working parents pay for early child care and improve the quality of care by providing educational opportunities, resources, and educational materials for teachers. Low-income children who were not enrolled in early childhood education centers with North Carolina's Smart Start quality improvement assistance demonstrated significantly more behavioral problems than children who were enrolled. Specifically, children not enrolled in Smart Start programs were twice as likely to have behavior problems such as aggressive acts and poor temper control, anxiety, and hyperactivity in kindergarten.¹⁰ Research shows that 60 percent of children with high levels of disruptive, aggressive behaviors in early childhood will manifest high levels of antisocial and delinquent behavior later in life.¹¹

Head Start: Head Start is the federally-funded national pre-kindergarten program for low-income families that provides early education services for children ages 3 to 5. Research shows that adults who had attended Head Start as children are less likely to commit crimes than adults from similar backgrounds who had not attended Head Start. A large national survey of Head Start participants found that they were 8.5 percent less likely to be later arrested or charged with a crime than their siblings who did not attend Head Start.¹²

The research is clear: high-quality early education programs, like Head Start and pre-kindergarten, reduce crime. Cutting crime in North Dakota is important to the social and economic well-being of the state and its citizens. According to the U.S. Department of Justice, almost 13,000 crimes were committed in North Dakota in 2007, including 911 violent crimes.¹³

Despite the best efforts of North Dakota law enforcement, large reductions in crime will require that serious measures are taken before – not only after – crimes occur.

High-quality Early Education Programs Help Children Succeed

In addition to crime prevention, high-quality early education programs also lead to better educational performance. Every day, kindergarten teachers witness the difference between children who attended high-quality pre-kindergarten and those

#20 #B1373

who did not. Children who have access to early childhood education programs are better prepared to succeed in school than those who do not have access to such programs. When asked about children's readiness skills, kindergarten teachers in a Connecticut study reported that children with two years of pre-kindergarten were twice as likely to be ready for school in language, literacy, and math skills.¹⁴ Not surprisingly, in a recent national poll of kindergarten teachers, nine out of ten teachers agreed that substantially more children would succeed in school if all families had access to quality pre-kindergarten programs.¹⁵

Research shows that high-quality pre-kindergarten programs have positive effects on children's school readiness, leveling the playing field by preventing disadvantaged children from lagging behind more advantaged children in kindergarten and later school years.¹⁶ In a recent study in Oklahoma, for example, children's overall test scores increased by 16 percent when they participated in the pre-kindergarten program for one year. The most impressive gains were made by Hispanic students, who achieved a 54 percent increase in test scores. Researchers also found significant gains in children from low-income families, including a 31 percent increase in general knowledge and an 18 percent improvement in language skills.¹⁷

In a 2004 study, Policy Analysis for California Education (PACE) found comparable results. Tracking the progress of over 2,300 California

kindergarteners, researchers found pre-kindergarten experience helped bridge the achievement gap between disadvantaged and advantaged students. In language skills, for example, Hispanic children from low-income families who attended pre-kindergarten narrowed the achievement gap separating them from non-Hispanic children by a third of a grade level.¹⁸

Decades of research confirm that high-quality early education programs help children succeed beyond their early years. For example, the High/Scope Educational Research Foundation found that, compared to children who did not attend the Perry Preschool Program, by age 40, those who did attend the program were 31 percent more likely to graduate from high school.¹⁹ Children who were not enrolled in the Perry Preschool Program were also twice as likely to be placed in special education classes.²⁰ Similarly, in the Chicago Child-Parent Center program, children who attended the program were 23 percent more likely to graduate from high school. In contrast, children who were not in the Chicago Child-Parent Center program were 67 percent more likely to be held back in school and 71 percent more likely to be placed in special education classes.²¹

Research on Head Start shows that the program helps children succeed in school. A study with a nationally representative sample of 2,800 children showed that Head Start significantly raised average scores of children's performance. Moreover, the largest gains were made by the lower-

performing children, especially in the areas of vocabulary and early writing. The program narrowed the school readiness gap between children from low-income homes who attended Head Start and children from higher-income homes. Test results also showed that Head Start children continued to outpace other similar children in their learning during kindergarten, thereby further narrowing the performance gap.²² A separate new national study, utilizing the best design possible – a randomized control trial – found that, “Head Start reduced, by almost half, the achievement gap in pre-reading skills between Head Start children and the national average for all 3- and 4-year olds.”²³ In another large national survey, researchers found that former Head Start students were more likely to graduate from high school and to attend college than their siblings who attended other preschools.²⁴

The results from the 2007 National Assessment of Educational Progress, known as the Nation's Report Card, showed that North Dakota has a long way to go in preparing children for academic success. In 2007, only 46 percent of North Dakota fourth graders scored at the proficient level or greater in math, and only 35 percent scored at the proficient level or greater in reading; more than half of North Dakota's fourth graders scored at the “basic” or “below basic” level in math and more than two-thirds scored at the “basic” or “below basic” level in reading.²⁵ It is clear that North Dakota has far too many children who lack the academic skills they will need to succeed in life and to reduce

#20 HB1373

their risk of later involvement in crime.

Programs for the Youngest Children: Programs for Children Birth to Three and Prenatal Programs

During the birth to three period, children's environments and relationships with the adults around them – first and foremost, their parents – are vital to healthy development. Voluntary home visiting programs for expectant and new parents help at-risk parents provide supportive environments for their infants and toddlers. Programs that serve the youngest children provide critical supports to infant and toddler development. By helping infants and toddlers stay on track developmentally, these programs help ensure children enter preschool ready to learn.

The Syracuse University Family Development Program: Syracuse University developed a program that provides weekly home visitation and high quality early learning programs to low-income, single-parent families beginning prenatally through age five. Ten years after the initial study ended, children who were not included in the program were 10 times more likely to have committed a crime than comparable children enrolled in the program (16.7 percent versus 1.5 percent). Furthermore, children not in the program committed more serious crimes, including sexual abuse, robbery, and assault.²⁶

Early Head Start: Early Head Start (EHS) was created in response to research suggesting the developmental importance of the first three years in a child's life. Established in 1994, EHS serves both pregnant women and children ages birth to 3, providing guidance, information, parenting support, and direct services. Early Head Start provides services through center-based, home-based, and combination program options.

As with Head Start, the research suggests

More than half of North Dakota's fourth graders scored at the "basic" or "below basic" level in math and more than two-thirds scored at the "basic" or "below basic" level in reading.

that Early Head Start is highly effective. The program was evaluated through a randomized study of over 3,000 families participating in 17 EHS programs across the country. Three-year-olds who had participated in Early Head Start, compared to their peers who did not, had higher levels of cognitive and language development, better attention to play, and lower levels of aggressive behavior. Parents who participated in the program, compared with the control group, demonstrated more emotional supportiveness to their children, provided higher levels of language and learning stimulation, and read to their children more. The programs that

showed the strongest positive effects were those that implemented all of the federal program performance standards early and those that combined home-based and center-based services.²⁷ While Early Head Start has not been in existence long enough to track long-term outcomes, the implications are clear.

The finding that participation in Early Head Start results in lower levels of aggressive behavior is especially significant; as described earlier, a reduction in early aggressive behaviors is likely to be associated with a decrease in later behavior problems, which, in turn, leads to lower levels of crime. Sixty percent of children with high levels of disruptive, aggressive behaviors in early childhood will manifest high levels of antisocial and delinquent behavior later in life.²⁸

High-quality Early Education Programs Increase Economic Prosperity

The stimulating environments of high quality pre-kindergarten programs can help offset the negative effects of poverty.²⁹ The most recent figures show there are almost 20,000 children living in poverty in North Dakota.³⁰

The consequences of childhood poverty can be long term and can impact entire communities. For example, research has established a strong link between poverty and crime.³¹ In addition to an increased risk of committing crime, poor children are also at greater risk for:

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- Cognitive and developmental delays
- Exposure to family violence
- Dropping out of high school
- Teen pregnancies and parenthood
- Emotional and behavioral problems
- Working a low-wage job as an adult
- Raising their own children in poverty
- Serious and chronic health problems.³²

| Crime in North Dakota | |
|--|---------|
| Population | 693,715 |
| Violent Crimes | 911 |
| Murder or non-negligent
manslaughters | 12 |
| Rape | 207 |
| Robbery | 70 |
| Assault | 622 |
| Property Crimes | 12,088 |
| Burglary | 2,164 |
| Larceny/Theft | 9,010 |
| Vehicle Theft | 914 |
| Total Crimes | 12,999 |

Source: Federal Bureau of Investigation, 2008

Years of research have also shown a direct link between family income level and children's social, emotional, physical, and cognitive development. The early years of life are crucial to a child's brain development. The National Research Council has found that 90 percent of brain development occurs before the age of five.³³ This is the time of the most rapid growth in conceptual, linguistic, and social abilities – if children have access to nurturing and enriched environments. Early education for low-income children during these vulnerable years lays a strong foundation for lifelong learning and their development into productive, healthy adults.³⁴

Helping children succeed in school is also important to the economic health of North Dakota. The high school graduation rate in North Dakota is 79 percent, higher than the national average of almost 71 percent.³⁵ North Dakota has a solid foundation but can still improve.

Families with parents who have not completed high school are more likely to live in poverty than their more-educated counterparts.³⁶ Nationally, 82 percent of children whose parents have less than a high school diploma live in low-income families.³⁷ The link between education and achievement is clear. Because the experience of high-quality early education leads to success in school and higher graduation rates, early education programs secure this education-economic growth link, giving children the tools to achieve success in school and in life.

Research Shows Only High-quality Early Education Leads to Positive Outcomes

Early childhood education programs can provide young children essential academic and social skills that are critical for later success. But study after study show that early education programs must be of high quality to have a real impact on children, especially high-risk children.³⁸

To quote the National Institute for Early Education Research:

Research demonstrates that high-quality preschool education can substantially increase children's chances of succeeding in school and in life. Children who attend high quality pre-kindergarten programs are less likely to be held back a grade, less likely to need special education and more likely to graduate high school.³⁹

Researchers agree that high-quality programs share several common characteristics, including:

- Highly qualified teachers with appropriate compensation⁴⁰
- Comprehensive and age-appropriate curricula⁴¹
- Strong parent involvement⁴²
- Ratios of no more than 10 children per staff member⁴³
- Class sizes of no more than 20 children⁴⁴
- Screening and referral services.⁴⁵

Creating a high-quality state pre-kindergarten program, together with substantial increases in federal investments in

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early education, will help North Dakota's young children be better prepared to succeed in school and in life.

High-quality Early Education Programs Save Money

High-quality early education programs are a good investment for North Dakota. The Perry Preschool Program cut crime, welfare, and other costs so much that it saved taxpayers more than \$16 for every \$1 invested (including more than \$11 in crime savings).⁴⁶

A 2004 report from Columbia University on the cost-savings of pre-kindergarten programs found that pre-kindergarten returns about half of its original cost in later school-related savings. Researchers showed that an initial investment in a high-quality program led to savings in the range of \$2,951 to \$9,547 per child within 10 years of entering kindergarten. These savings came primarily from a decrease in the number of students needing special education and students held back a grade in school.⁴⁷

High-quality early education programs cut crime and produce academic and societal benefits. Denying these services to children results in significantly higher costs to North Dakota's justice, education, and social service systems.

Many leading economists agree that funding high-quality early childhood education is one of the best investments government can make. An analysis by Arthur Rolnick, Senior Vice President and Director of Research at the Federal Reserve Bank of Minneapolis, showed that the return on the investment of the Perry Preschool Program was 16 percent

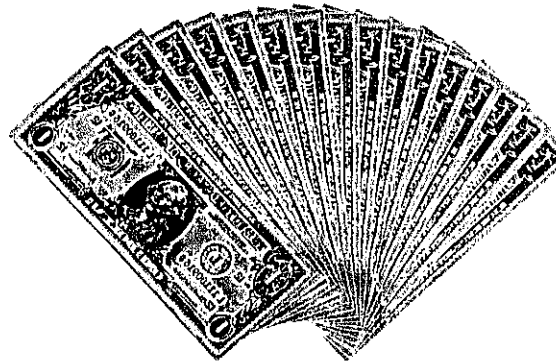
after adjusting for inflation. Seventy-five percent of that return went to the public in the form of decreased special education expenditures, crime costs, and welfare payments. Thus, an initial investment of \$1,000 in a program like the Perry Preschool is likely to return more than \$19,000 in 20 years.⁴⁸ William Gale and Isabel Sawhill of the Brookings Institution maintain that investing in early education provides government and society "with estimated rates of return that would make a venture capitalist envious."⁴⁹

QUALITY PRE-KINDERGARTEN SAVES MONEY

Taxpayers, victims, and participants saved over
\$16 for every \$1 invested in the High/Scope Perry
Preschool program.



For every \$1 invested



Over \$16 was saved

Schweinhart, et al., 2005

High-quality Early Education Programs Still Unavailable to Many Young Children in North Dakota

North Dakota manages a patchwork of federal and state funds to provide early education programs. Yet, due to a lack of funding, high-quality early education programs are currently unavailable for most of North Dakota's children.

Head Start is the federally-funded national program for low-income families that provides early education services for children ages three to five. In 2007, North Dakota served 2,827 children in *Head*

Start, using entirely federal funds.⁵⁰

The Child Care and Development Block Grant (CCDBG) is the principal source of federal funding for child care assistance. States are required to provide matching funds and can use these resources to help low-income families pay for early education and after-school services while parents are employed, attending educational or training programs, or looking for work.⁵¹ Though the system was designed to help all eligible children by providing assistance, inadequate funding allows only a fraction of children to be served. Nationally, only

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one in seven eligible children are receiving CCDBG subsidies.⁵² Federal CCDBG funds provided to North Dakota helped approximately 3,800 children in 2007.⁵³

With Governor Hoeven's leadership, North Dakota plans to create a new pre-kindergarten program. As part of the 2009-2011 budget, the Governor has proposed \$3.5 million for the new pre-k program. The proposed program is still under development, but early plans have called for a half-day, two-day per week preschool program to serve a projected 7,000 4-year-olds. Representative RaeAnn Kelsch, Chair of the House Education Committee, has introduced legislation to establish the state's pre-k program.

The need for pre-kindergarten in North Dakota is substantial, since most young children are not served by publicly-funded programs. In the 2006-2007 school year, 80 percent of North Dakota's 3-year-olds and 71 percent of 4-year-olds were not enrolled in Head Start or a special education preschool program.⁵⁶ Many parents cannot afford to pay for private preschool or quality child care settings, and some can only afford to put their children in a lower-quality setting which may not adequately support children's development and learning. A year of quality early education costs an estimated \$7,384.⁵⁷ This is more than the annual tuition of \$5,722 at North Dakota State University.⁵⁸ Parents need help paying for high-quality early education.

New investments in early education programs are essential to ensure that young children in North Dakota have access to high-quality early education in order to prepare them for success in school and life, and to help prevent future crime.

Conclusion

In 2007, over 900 violent crimes were committed in the North Dakota.⁵⁹ Despite the best efforts of law enforcement, this pattern will continue unless serious measures are also taken *before* – not only *after* – crimes occur.

It's time to invest in what works to prevent crime. The evidence is clear: high-quality early education programs

are crucial to reducing crime. That is why the North Dakota members of FIGHT CRIME: INVEST IN KIDS are calling on elected leaders to provide all children with affordable access to high-quality early education.

North Dakota is poised to take important first steps toward providing quality pre-kindergarten programs for its young children. Without access to early education, many of North Dakota's children will continue to be denied the opportunity and lasting benefits of early learning programs. This compromises the futures of these young children and threatens the public's safety. Additional state and federal funds are essential to ensure that North Dakota's young children have access to high quality early education in order to prepare them for success in school and life, to increase economic prosperity, and to prevent future crime. Investments in early education are investments in the quality of life for all of North Dakota's children and families.

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Senate Education Committee
Layton Freborg, Chairman
March 15, 2011

Chairman Freborg, and members of the Senate Education Committee. I am Paul Ronningen, State Coordinator for Children's Defense Fund North Dakota. I am here in support of HB 1373.

Poverty is an insidious impediment to children and their opportunities to learn. This fact has been well documented in several documents that I have attached to this testimony.

Findings indicate that:

1. Interventions during early childhood may be the most important in reducing poverty's impact on children. (Attachment A; Head Start)
2. Family economic conditions in early childhood have the greatest impact on achievement especially among children in families with low incomes. (ND should consider providing a State Earned Income Tax Credit to low income working families.)
3. Every dollar invested in early education produces a 10% return per annum according to James Heckman, a Nobel laureate economist from the University of Chicago. (Attachment C)

Head Start has a long and proud history of working effectively with low income working families to give their children a Head Start in life. I therefore fully support HB 1373 and request tht the bill be fully funded.

Thank you! I would be more then willing to answer any questions you may have at this time.

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Jeanne Brooks-Gunn
Greg J. Duncan

Abstract

Although hundreds of studies have documented the association between family poverty and children's health, achievement, and behavior, few measure the effects of the timing, depth, and duration of poverty on children, and many fail to adjust for other family characteristics (for example, female headship, mother's age, and schooling) that may account for much of the observed correlation between poverty and child outcomes. This article focuses on a recent set of studies that explore the relationship between poverty and child outcomes in depth. By and large, this research supports the conclusion that family income has selective but, in some instances, quite substantial effects on child and adolescent well-being. Family income appears to be more strongly related to children's ability and achievement than to their emotional outcomes. Children who live in extreme poverty or who live below the poverty line for multiple years appear, all other things being equal, to suffer the worst outcomes. The timing of poverty also seems to be important for certain child outcomes. Children who experience poverty during their preschool and early school years have lower rates of school completion than children and adolescents who experience poverty only in later years. Although more research is needed on the significance of the timing of poverty on child outcomes, findings to date suggest that interventions during early childhood may be most important in reducing poverty's impact on children.

Jeanne Brooks-Gunn, Ph.D., is Virginia and Leonard Marx professor of child development and education, and is director of the Center for Young Children and Families at Teachers College, Columbia University.

Greg J. Duncan, Ph.D., is a professor of education and social policy, and is a faculty associate at the Institute for Policy Research, Northwestern University.

In recent years, about one in five American children—some 12 to 14 million—have lived in families in which cash income failed to exceed official poverty thresholds. Another one-fifth lived in families whose

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A

B

HOW MUCH DOES CHILDHOOD POVERTY AFFECT THE LIFE CHANCES OF CHILDREN?*

Greg J. Duncan
Northwestern University

W. Jean Yeung
University of Michigan

Jeanne Brooks-Gunn
Columbia University

Judith R. Smith
Fordham University

Why parental socioeconomic status correlates strongly with various measures of child and adult achievement is an important and controversial research question. After summarizing findings from recent contributions to this literature, we conduct two sets of analyses using data from the Panel Study of Income Dynamics. Completed schooling and nonmarital childbearing are related to parental income during early and middle childhood, as well as during adolescence. These analyses suggest that family economic conditions in early childhood have the greatest impact on achievement, especially among children in families with low incomes. Estimates from sibling models support the hypothesis that economic conditions in early childhood are important determinants of completed schooling.

Poverty rates among U.S. children are one-third higher than they were two decades ago and 1.5 to 4 times as high as the rates for children in Canada and Western Europe (Rainwater and Smeeding 1995). In 1995, some 15.3 million children lived in families in which total income failed to exceed even the Spartan thresholds (e.g., \$12,158 for a family of three) used to define poverty (U.S. Bureau of the Census 1996).

The implications of these alarming poverty figures for America's children remain in dispute. There is little doubt that children raised in poverty have less enjoyable childhoods. But to what extent does poverty adversely affect cognitive and behavioral development and thereby reduce opportunities for success and happiness in adulthood? Securing answers to this important question is difficult for a variety of reasons (Brooks-Gunn and Duncan 1997; Mayer 1997).

First and foremost, past research linking economic disadvantage and child development has rarely incorporated the careful measurement of economic deprivation. Unless the data contain reliable measures of both family income and correlated aspects of parental socioeconomic status, it is impossible to estimate the separate contributions of each.

Income and social class are far from synonymous. Events like divorce and unemployment can alter permanently a family's economic and social position. Because family incomes are surprisingly volatile (Duncan 1988), the relatively modest correlations between economic deprivation and typical measures of socioeconomic background enable researchers to distinguish statistically between the effects on children's development of income poverty and those of its cor-

* Direct all correspondence to Greg J. Duncan, Institute for Policy Research, Northwestern University, 2040 Sheridan Road, Evanston, IL 60208 (greg-duncan@nwu.edu). We thank the National Institute of Child Health and Human Development's Family and Child Well-Being Research Network, the Russell Sage Foundation, the W. T. Grant Foundation, and the Canadian Institute for Advanced Research for supporting this research. For their many helpful comments we thank Mary Corcoran, Aletha Huston, Robert Michael, Susan Mayer, Rob Mare, Christopher Jencks, Terry Adams, George Cave, and Rebecca Blank, and participants in the conference "Growing Up Poor" and at seminars at Northwestern University, the University of Michigan, the University of Montreal, Vanderbilt University, the General Accounting Office, the Manpower Demonstration Research Corporation, the University of Paris and the University of North Carolina at Chapel Hill.

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Cutting Head Start is bad fiscal policy

(CNN) -- Early childhood education is the single best investment we can make for our children. Unfortunately, the U.S. House proposed a spending bill for the remainder of 2011 calling for drastic cuts to education, including a 22.4% reduction in funding for Head Start and Early Head Start.

The Senate has rejected this particular bill, but the budget debate continues in Congress. If the House gets its way in cutting nearly a quarter of Head Start's funding, 218,000 poor children will be dropped from the program and 55,000 Head Start workers will lose their jobs. Cutting costs associated with early childhood education programs such as Head Start would be penny wise and pound foolish.

Head Start is one of the lasting legacies of President Lyndon Johnson's war on poverty. In 2010, the country invested more than \$7 billion to prepare poor preschoolers for school success. This is a lot of money, but there is ample evidence that early childhood education more than pays for itself.

James Heckman, a Nobel laureate economist from the University of Chicago, has shown that investments in the early years yield larger returns than at any point during childhood. "Waiting until age 5 to begin formal education is too late for disadvantaged children," he says, "as we miss the opportunity to build on success."

His analyses demonstrate convincingly that every dollar invested in early education produces a 10% per annum return. If you achieved this level of return on your stock portfolio, surely you'd invest more, not less.

Too often policy does not reflect evidence, perhaps because we do not know how to employ data in a democracy. Policy privileges values over research, especially when new funding streams are involved. So instead of investing in early education, we invest in remedial education, grade retention and the juvenile justice system -- the not-so-hidden costs of school failure.

It turns out that these interventions during the school years cost a lot more than prevention efforts during early childhood, and the return on the investments is not as great.

From the beginning, policymakers and social scientists have debated whether Head Start is effective enough. Rigorous experimental studies have demonstrated that children in Head Start outperform other poor children on a range of cognitive and social outcomes; however, some social scientists have dismissed statistically significant effects as too small.

In fairness, the results for standardized achievement and cognitive tests are rather modest. But they don't tell the whole story. David Deming from Carnegie Mellon University conducted a clever evaluation of Head Start by comparing siblings, one who experienced Head Start and one who did not. His findings show that Head Start children score higher on a measure of young adult success that includes high school graduation, college attendance, idleness, crime teen parenthood and health status. And the effect is large; in fact, Head Start closes one-third of the gap between children from families with median incomes and those with bottom quartile incomes.

The health effect that Deming identified has been replicated in many other studies. Children participating in Head Start are less obese, more likely to be immunized and less likely to smoke as adults. This saves us money, too.

Head Start offers a further benefit to our country. Specifically, this program enables poor parents to remain in the work force and to earn higher salaries. As such, Head Start supports welfare reform by helping poor families break the cycle of poverty. Too often, the only option for poor parents is informal child care arrangements of low quality that do not support the developmental needs of their

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children or their own employment needs.

Many early childhood advocates have good ideas about how to make Head Start even more effective; for example, a longer school day and an improved teacher work force. Such changes would undoubtedly result in even larger effects for our nation's most needy children.

During the war on poverty, we cared about the unequal access to educational opportunities that begin at birth; we understood that education is a civil right; and we knew that education was the only road to achieving the American dream. In light of today's budget constraints, we must also care about cost-benefit analyses. Head Start makes the grade on all counts.

The budget deficit is real. Congress will have to make tough choices in the years ahead; however, I worry that the congressional budget recommendations reflect ideology more than evidence. Cutting a cost-effective education program such as Head Start is neither sound fiscal policy nor sound education policy.

The opinions expressed in this commentary are solely those of Kathleen McCartney.

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